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ABSTRACT

The report documents a professional development workshop held in February 1974 for vocational teacher educators and state staff consultants and directors for the states comprising U.S. Office of Education Region V: Illinois, Indiana, Michigan, Ohio, and Wisconsin. Workshop objectives were to explore the needs of vocational education teachers, to formulate an expanded delivery system for vocational education in all program areas and at all levels, to plan improvements in vocational teacher training activities, and to develop strategies for increasing cooperation between state staffs and teacher educators. Appendixes provide summaries of state teacher training and professional development activities, instruments used in the evaluation, and a list of participants at the workshop. (MF)

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REGION V INVITATIONAL WORKSHOP ON PROFESSIONAL DEVELOPMENT

FINAL EVALUATION REPORT

OCTOBER 1974

Division of Vocational Education
Hosted by the Indiana State Department of Public Instruction
Harold H. Negley, Superintendent
February 13, 14, 15, 1974

CE 017 673

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

The Region V Workshop on Professional Development was funded through a special EPDA grant from the U.S. Office of Education to the State of Indiana for participants from states within the Region V jurisdiction.

Instrumental in the conduct of the workshop were the following Region V Staff: Daryl Nichols, Program Officer; Homer Edwards, Program Officer; and H. Robert Hewlett, Program Officer.

Local arrangements were coordinated by Carol Ann Hodgson, State Coordinator of Research and Acting Coordinator of Professional Development.

Two consultants were charged with the responsibility of facilitation group interaction and maintaining direction toward the stated objectives. Session leaders were Fred Eberle, Retired State Director of West Virginia, and Dr. Merle Strong, Director, Center for Studies in Vocational and Technical Education at the University of Wisconsin.

The formative and summative evaluation was conducted by Dr. Betty A. Sawyers, Assistant Professor of Home Economics Education at Purdue University. Maureen Anderson served as graduate research assistant under the direction of Dr. Sawyers.

Participants in the Workshop were identified with the following roles and served to represent their position and state at the Workshop: teacher educator, state staff consultant, state director, university vocational administrator, EPDA coordinator. All program areas were represented, as well as ancilliary services.

TABLE OF CONTENTS

Foreword..iii

Workshop Objectives... 1

Agenda.. 3

First General Session....................................... 7

Topic II - The Role and Responsibility of State Office Personnel.......................... 8
Topic III - State Wide Planning for Teacher Education.............................. 9
Topic IV - Certification.................................10
Topic V - Recruitment and Selection of Personnel..........11

Second General Session......................................13

Outstanding Strengths of Current In-Service.................14
Major Weaknesses of Current In-Service......................15
Concurrent Discussions......................................16

Third General Session.......................................21

Fourth General Session......................................23

Small Group Discussions.....................................24
Summary State Delegations for Planning......................27
Illinois..28
Indiana...29
Michigan..31
Ohio..32
Wisconsin...33
Verbal Observations on Conference...........................35

Evaluation of Workshop

Process...38
Purpose of the Workshop.....................................39
Small Group Activity..41
State Reports...43
In-Service..44
Pre-Service...45
Final Evaluation..46

Follow-Up...49
Illinois..50
Indiana...53
Michigan..58
Ohio..61
Wisconsin...63

Summary..68

Appendices

A. Summary of Each State's Teacher Training and Professional Development Activities................71

B. Instruments Used in the Evaluation...................103

C. Directory of Participants.............................141

OBJECTIVES

To explore the current and emerging needs of vocational/technical education teachers in all program areas as they relate to Region V.

For the states comprising Region V to formulate a viable approach to an expanded delivery system for vocational/technical education in all program areas and at all levels, K-12 and post-secondary/adult.

To formulate individual state plans for the implementation of recommendations related to improving pre-service and in-service activities for vocational/technical teacher training.

To further develop and devise new strategies for expanded cooperation in all program areas between vocational/technical education state staff (consultants) and teacher educators.

AGENDA

REGION V INVITATIONAL WORKSHOP ON PROFESSIONAL DEVELOPMENT

Ramada Inn
Indianapolis, Indiana
February 13-15, 1974

February 13, 1974

10 a.m.-12 noon REGISTRATION Carol Hodgson, Consultant Vocational Education, Indiana

1-4:45 p.m. FIRST GENERAL SESSION

Chairman - Homer Edwards, Program Officer, Vocational & Technical Education, Region V, U.S.O.E.

Welcome - Don Gentry, State Director of Vocational Education, Indiana

Greetings - Mary J. Calais, Commissioner Region V, U.S.O.E.

Session Leader - Merle Strong, University of Wisconsin

"Improving Pre-service Teacher Education That Will Be Relevant to the Current and Emerging Needs of Vocational Education" (role of agencies, authority without money, state requirements).

Symposium:

Topic I - The challenge as seen by U.S.O.E. - William L. Lewis, Director, OAE, Region V, U.S.O.E.

Topic II - The role and responsibility of state office personnel - Robert Koon, State Department of Education, Ohio

Topic III - Statewide planning for teacher education - Lloyd Phipps, University of Illinois

Topic IV - Certification of vocational and technical education personnel - George Ferns, Michigan State University

Topic V - Recruitment and selection of personnel - Gordon McMahon, University of Michigan

Small Group Discussions:

Topic II - Ralph Mason, Indiana State University

Topic III - Neal Vivian, Ohio State University

Topic IV - Max Eddy, Purdue University

Topic V - Herbert Anderson, University of Wisconsin-Stout

5:30-7 p.m. HOOSIER HOSPITALITY HOUR

Host - State staff and teacher educators, Indiana

February 14, 1974

8:30-11:30 a.m. SECOND GENERAL SESSION

Chairman - Daryl Nichols, Program Officer, Vocational and Technical Education, Region V, U.S.O.E.

Session Leader - Fred Eberle

"Improving In-service Teacher Education That Will Be Relevant to the Current and Emerging Needs of Vocational Education."

In-service Teacher Education: Challenges and Responsibilities - Fred Eberle

Strengths and Weaknesses of Current Programs - Small group discussions

"Getting There From Here" - Concurrent Discussions

A. Nature and purpose of in-service education
B. Role and responsibilities of involved agencies
C. Characteristics of good in-service education programs
D. Developing and implementing a coordinated state plan for in-service education
E. Evaluating the effectiveness of in-service education

F. Personnel needs assessment
G. Individualization and personalization of in-service education programs
H. Applied research proposals: operational and long range
I. Communications

Group Reports - Discussion Groups A-H

12-1:30 p.m. LUNCHEON

Chairman - Don Gentry, State Director of Vocational Education, Indiana

Speaker - Dr. Harold H. Negley, State Superintendent, State Department of Public Instruction, Indiana

1:45-5 p.m. THIRD GENERAL SESSION

Chairman - H. Robert Hewlett, Program Officer, Vocational and Technical Education, Region V, U.S.O.E.

Session Leader - Merle Strong

"Developing New Strategies for Improving the Vocational Teacher Education Program."

Exemplary Practices, Programs or Other Activities Related to Personnel Development in Vocational and Technical Education - A report of the states.

February 15, 1974

8:30-11 a.m. FOURTH GENERAL SESSION

Chairman - Carol Hodgson, Consultant of Vocational Education, Indiana

Session Leader - Fred Eberle

"Funding the Vocational Teacher Education Programs."

Status of Funding and Allocating Policies - A panel of state representatives

Small Group Discussions:

A. Determining priorities of funding
B. Justification for teacher education funding
C. Sources of funding (state and federal)
D. Institutional support for teacher education programs
E. Research on teacher education program finance
F. Utilization of other resources (personal and local funds)
G. Barriers affecting funding

Reports - Discussion groups A-G

Open Discussion

11-12:30 p.m. STATE DELEGATIONS FOR PLANNING

Report by States

Summary - Merle Strong and Fred Eberle

Observations - "What's Next" - Homer Edwards

FIRST GENERAL SESSION

Session Leader - Merle Strong, University of Wisconsin

"Improving Pre-service Teacher Education That Will Be Relevant to the Current and Emerging Needs of Vocational Education." (Role of agencies, authority without money, state requirements.)

Symposium:

Topic I - The challenge as seen by U.S.O.E. - William L. Lewis, Director, OAE, Region V, U.S.O.E.

Topic II - The role and responsibility of state office personnel - Robert Koon, State Department of Education, Ohio

Topic III - Statewide planning for teacher education - Lloyd Phipps, University of Illinois

Topic IV - Certification of vocational and technical education personnel - George Ferns, Michigan State University

Topic V - Recruitment and selection of personnel - Gordon McMahon, University of Michigan

Small Group Discussions:

Topic II - Ralph Mason, Indiana State University

Topic III - Neal Vivian, Ohio State University

Topic IV - Max Eddy, Purdue University

Topic V - Herbert Anderson, University of Wisconsin-Stout

Comments from the small group discussions are summarized on the following four pages.

Recorder Sheet - Small Groups

Group Topic II - The Role and Responsibility of State Office Personnel

A. List the idea(s)/point(s) discussed in your group.

Communications
What each State is doing to get cooperation between Teacher-Educators and State Staff.
Competency Based Teacher Education and Evaluation Funding.
Emphasis on pre-service or in-service Teacher-Education or combination, or both.

B. Identify the idea(s)/point(s) your group devoted the greatest amount of time discussing.

T.E./S.S. Meetings
Contracts
Competency Based Teacher Education

C. List the recommendations your group formulated or the conclusions your group reached.

One person in each State to share "Competency Based" materials.
Determine way to share information and materials at the Region level.
Vocational Education has an obligation to assist Universities by funding innovative and exemplary programs.
Make sure that input as a result of this meeting gets back to USOE.
Continue this annual Regional meeting, suggesting that each State earmark monies to contribute to such meetings.

D. Identify any points which produced controversy or disagreement in your group.

Should pre-service Teacher-Education be funded from Vocational funds?

Recorder Sheet - Small Groups

Group Topic III - Statewide Planning for Teacher Education

A. List the ideas/points discussed in your group.

Who should be involved?
Inter-institutional cooperation and competition.
Meeting needs of students as well as manpower needs.
Communication between University and State Department and among Universities.
Clarification of overall objectives and goals.

B. Identify the idea(s)/point(s) your group devoted the greatest amount of time discussing.

Identification of needs.
Lack of communications.

C. List the recommendations your group formulated or the conclusions your group reached.

Need of importance for planning by group process.
Need for flexibility - Quick action facility.
To serve needs within a State.
Inter-institutional cooperation with State department necessary.
Broad involvement of all agencies and groups in vocational Teacher-Education preparation.

D. Identify any points which produced controversy or disagreement in your group.

Meeting students needs vs. expeditious use of funds and manpower interpretation.
The critical mass definition - critical point where students come to an approved program vs. moving program to the students.

Recorder Sheet - Small Groups

Group Topic IV - Certification

A. List the ideas/points discussed in your group.
   1. State plan for teacher certification
   2. Processing of provisional certification in Illinois is a time consuming problem.
   3. Roles and responsibilities for state teacher certification - Local vs. State
   4. Reciprocity - Should there be reciprocity for non-degree certification?
   5. Recommendations for improving certification

B. Identify the idea(s)/point(s) your group devoted the greatest amount of time discussing.

   #3 and #5

C. List the recommendations your group formulated or the conclusions your group reached. Elements needed to improve certification.
   1. Teachers should have ability to apply competencies in classrooms.
      a. Varying certification: one for beginning teachers; one for experienced teachers.
   2. Occupational competency should be validated by local advisory committee rather than local superintendent.
   3. Permanent certification should be tied to placement of students.
   4. Persons with technical competencies should receive academic credit in a uniform way.
   5. If local districts are delegated authority for certification, they should be delegated responsibility for evaluation; i.e., they should be consistent in accountability requirements.
   6. Certification standards among states should be sufficiently uniform to permit reciprocity among states for regularly certified teachers.

D. Identify any points which produced controversy or disagreement in your group.
   1. Efficiency of local responsibility for recommending certification - Is it effective?
   2. Local accountability.

Recorder Sheet - Small Groups

Group Topic V - Recruitment and Selection of Personnel

A. List the idea(s)/point(s) discussed in your group.
   1. Occupational qualifications for teachers - need and nature, recency and amount
   2. Standards and evidence of professional growth.
   3. Unique occupational experience requirements for special fields such as health, technical, etc.
   4. Recertification - how often - what means - who decides.
   5. Testing for competencies of teachers - competence based T-E.
   6. Funding for in-service T-E universities.

B. Identify the idea(s)/point(s) your group devoted the greatest amount of time discussing.

   Nature and quality of occupational competence and certification procedures.

C. List the recommendations your group formulated or the conclusions your group reached.

   State Staff and Teacher Educators should return to classroom to update their occupational experience

   Need to develop more specific teacher job descriptions to assist in recruitment and teacher preparation

   Need to explore open/statewide educational services

D. Identify any points which produced controversy or disagreement in your group.

   Granting of college credit (particularly graduate) for all varieties of occupational/professional experiences

   State or National certification versus local control of certification

   Competence based T-E versus performance based T-E

SECOND GENERAL SESSION

Session Leader - Fred Eberle

"Improving In-service Teacher Education That Will Be Relevant to the Current and Emerging Needs of Vocational Education."

In-service Teacher Education: Challenges and Responsibilities - Fred Eberle

Strengths and Weaknesses of Current Programs - Small group discussions

"Getting There From Here" - Concurrent Discussions

A. Nature and purpose of in-service education
B. Role and responsibilities of involved agencies
C. Characteristics of good in-service education programs
D. Developing and implementing a coordinated state plan for in-service education
E. Evaluating the effectiveness of in-service education
F. Personnel needs assessment
G. Individualization and personalization of in-service education programs
H. Applied research proposals: operational and long range
I. Communications

Group Reports - Discussion Groups A-I

16

OUTSTANDING STRENGTHS OF CURRENT IN-SERVICE TEACHER EDUCATION ACTIVITIES FOR VOCATIONAL EDUCATION PERSONNEL

Individually planned degree programs

Outreach in-service programs with training opportunities available in local communities

Movement to develop competencies rather than credit courses

Workability and cooperation of higher education institutions with other systems

Support of government and community agencies

Use of a variety of approaches to reach those needs in-service

Interaction of vocational education personnel with local advisory personnel

Serves as an opportunity for updating teachers and administrators on legislation, methods, resources, etc.

Combination of seminars, course work, internship and practicum

Provides relevant curriculum materials based upon individual needs

Places emphasis upon in-service activities rather than pre-service

Professional development activities are highlighted rather than teacher training

Promotes inter and intraschool cooperation

Focuses on target groups with identifiable needs

MAJOR WEAKNESSES OF CURRENT IN-SERVICE TEACHER EDUCATION ACTIVITIES FOR VOCATIONAL EDUCATION PERSONNEL

Competencies not identified for content and product of in-service

Lack of recognitions and rewards for participation in in-service

Narrow view of program areas by practitioners

Inflexibility of institutions to react to immediate needs

Limited outreach of institutions

Priority continues to be on pre-service programs rather than in-service

Too much emphasis on credit courses to meet certification standards rather than to meet particular competencies needed by practitioners

Difficult to stimulate desire for individual teacher improvement

Lack of a statewide plan for in-service with the necessary state coordination

Sequence of learning experiences are weak

Lack of articulation among delivery systems for in-service education

Insensitive to real needs of persons to be served

Evaluation of programs offered are weak and therefore do not result in needed revisions and strengthening

Technical expertise is lacking

CONCURRENT DISCUSSIONS: "GETTING THERE FROM HERE"

A. Nature and purpose of in-service education

Nature of In-service

- summer programs (varied)
- leadership development
- outreach credit courses
- industry-provided technical skills

Purpose of In-service

- certification
- professional growth and development
- course credit, obtain new knowledge and skills

B. Role and responsibilities of involved agencies

Reduce competition and structure time spent in writing proposals

Define total needs

Formulate structure for decisions related to in-service programs

Employ "common market" approach in order to avoid confusion and duplication of in-service offerings between institutions

C. Characteristics of good in-service education programs

A program that provides what is needed, to those that need it, when it is needed in a manner appropriate to the characteristics of the individual group. To accomplish this there must be an assessment of the target group and input from them is obtained.

The mechanics of a good in-service program include:

- a hands-on versus show-and-tell or more traditional courses

- a performance base

- an appropriate delivery system

- working toward specific problem solving versus theoretical or general problem approach adequate time and place for the in-servive to occur

flexible and/or adaptable facilities

cost effectiveness, but effectiveness for service measured in other than FTE or teacher/student credit hours generated

conductor of the program possess expertise and exhibits respect for target group

common or mutual effort between state department ISD, colleges and universities and LEA's

a responsiveness to needs but a leadership directiveness

a high impact potential at the LEA

a continuous and periodic evaluation of the impact

a program for individuals operating on a continuous plan

a system that permits the individual to formulate his own program of development within his current sphere of operation

D. Developing and implementing a coordinated state plan for in-service education

Input from all educational and community agencies is needed.

Top level decision makers from each agency must be involved.

It is a shared responsibility.

An effective means of mutual input and decision making must be developed.

E. Evaluating the effectiveness of in-service education

The group in considering evaluation assumed the following to have been done:

the in-service problem defined

the objectives established

resources assessed

barriers identified

a plan of operation developed

Evaluation should form a part of the plan of operation. Identification of who will evaluate and the types of evaluation instruments to be used must constitute a part of evaluation.

The product of evaluation should provide educators with information related to what they need to be focusing on.

One of the problems involved in evaluating in-service activities relates to instruments or means of measurement. The objective is to select one or develop one that meet specific needs.

F. Personnel needs assessment

Personnel needs assessment includes:

professional needs of the individual to remain current

needs of those directly from industry for developing basic teaching skills

needs of all for the development of interpersonal skills

A needs assessment may involve the use of surveys, open ended statements, and check lists. Identified competencies (Cotrell study) may be used to identify needs of personnel. An interdisciplinary approach, utilizing professionals in the field and available community resource is recommended. Provision should be made for unique community environment or for distinctive groups - options.

School administrators need to be cognizant of Vocational Education objectives in all program areas.

G. Individualization and personalization of in-service education programs

In order to accomplish this task, the following must be considered:

survey of teachers

certification status

historical practices

perceived needs (state staff and teacher educators)

needs of industry

H. Applied research proposals: Operational and long range

Review and synthesize annual reports to identify needs for research.

Survey intern teachers, cooperative teachers to identify needs for research.

Go to people at local level to identify needs for research.

Involve the people engaged in identifying needs and conducting research.

The purpose of specific research needs to be clear - the state should set priorities.

Findings need improved dissemination.

An in-service program should be viewed as a part of the entire educational system.

It could provide insight into problems and solutions.

I. Communications

There is an apparent lack of communication between teacher educators and State Department of Education. Existing liaison arrangement is ineffective; a more effective channel needs to be established.

Improved utilization of the ERIC system in disseminating research findings should be developed.

A broader method of communication should be developed between USOE and individual states.

A mailing list of teacher educators should be developed and maintained by State Department of Education.

An individual with expertise in Vocational Education materials should be available, from a central location, to teacher educators, state staff and vocational education teachers.

A more effective means for dissemination of materials sent to one person (head, department chairman) only need to be devised.

Communication between program areas needs to be improved.

General Comments

Make objectives of in-service offerings explicit to those involved.

Relate in-service program to certification based on a continuing investigation of and identification of teacher competencies.

Renewed commitment needs from State Department, Teacher Education institutions and individual school units.

THIRD GENERAL SESSION

Session Leader - Merle Strong

"Developing New Strategies for Improving the Vocational Teacher Education Program."

Exemplary Practices, Programs or Other Activities Related to Personnel Development in Vocational and Technical Education - A report of the states.

For information on exemplary practices, programs, or other activities related to personnel development refer to the summary submitted by each participating state prior to the Workshop (Supplemental Section).

FOURTH GENERAL SESSION

Session Leader - Fred Eberle

"Funding the Vocational Teacher Education Programs."

Status of Funding and Allocating Policies - A panel of state representatives.

Small Group Discussions:

A. Determining priorities of funding
B. Justification for teacher education funding
C. Sources of funding (state and federal)
D. Institutional support for teacher education programs
E. Research on teacher education program finance
F. Utilization of other resources (personal and local funds)
G. Barriers affecting funding

Reports - Discussion Groups A-G

SMALL GROUP DISCUSSION: "FUNDING THE VOCATIONAL TEACHER EDUCATION PROGRAM"

A. Determining priorities of funding

Each service area should determine its priorities through an examination of supportive data from placement and other - input from advisory council, etc.

Vocational Technical education needs to be "sold" in some states. Legislators are important. The squeaky wheel gets the $'s. An effective in-service program will provide leadership.

B. Justification for teacher education funding

(not available)

C. Sources of funding (state and federal)

(not available)

D. Institutional support for teacher programs

Pre-service should be the responsibility of state institutions.

State monies devoted to in-service programs.

Attitudes affect program - course credit vs. professional development.

In-service movement toward a one-to-one approach.

Desired quality of the total educational program should influence the type of program offered.

E. Research on teacher education program finance

Purpose of funding is to continue existing programs and facilitate necessary changes. Constraining effect of state budgetary factors:

continuity must be assured

contract vital

competition and wasted man hours in contracts - block funding trust factor - responsibility and authority to determine the priorities.

Recommendations:

services and enrollments be used as criteria for priority determination of block

individual item institutional negotiation should be possible to provide flexibility

opportunities for special arrangements result in wider range of offerings according to locus, discipline, etc.

F. Utilization of other resources (personal and local funds)

Recommendations:

state department review current standing practices

an efficient means of disseminating research on resources needs to be developed.

Questions:

should teacher-educator be reimbursed?

does reimbursement of teacher-educator imply control for program approval?

how will the proof of money well-spent be determined?

who represents the views of the State Department and the University?

G. Barriers affecting funding

One of biggest problems is lack of "lead" time

Lack of good data, assessing needs

In many institutions funds are tied to credit hour production (bulk of credit hours are assigned to general education courses, thereby the vocational instructor does not have the impact or recognition desirable.)

Expenditure planning in the university does not coincide with timing of R.F.P.'s.

Vocational education personnel development has high cost characteristics of both pre-service and in-service programs.

When Vocational education leaders justify and defend programs and activities of high priority, institutions will recognize the values of such programs and designate them as priorities.

Universities might go to the legislature for the vocational dollar.

28

SUMMARY: STATE DELEGATIONS FOR PLANNING

Each State Group will be asked to develop suggestions related to the following questions:

1. How can teacher education be better coordinated in my state?
2. How can statewide planning for teacher education be improved? (Pre-service, In-service)
3. How can the process of developing teacher certification be improved?
4. What new strategies should be developed for recruitment and selection of personnel?
5. What changes are suggested for financing teacher education? (Pre-service, In-service)
6. What exploratory practices related to development of professional personnel should be given consideration for adoption?

The following pages summarize how each state related to the above questions.*

*Minnesota did not respond to this activity and therefore is not included.

ILLINOIS STATE PLANNING GROUP

1. How can teacher education be better coordinated in my state?

   Statewide teacher educators (interdisciplinary) conferences.

2. How can statewide planning for teacher education be improved? (Pre-service, In-service)

   We should have a planned system by which problems are identified and resolved.

3. How can the process of developing teacher certification be improved?

   Look at alternative ways for certification.

4. What new strategies should be developed for recruitment and selection of personnel?

   Further develop the "Capstone" process in all areas.

5. What changes are suggested for financing teacher education? (Pre-service, In-service)

   Define priorities, based upon supply and demand and fund accordingly. LEA's should assume a larger percentage of costs.

6. What exploratory practices related to development of professional personnel should be given consideration for adoption?

   Intra and interstate planning and dissemination of exemplary (TE) programs.

INDIANA STATE PLANNING GROUP

1. How can teacher education be better coordinated in my state?
    a. Activate an advisory committee on professional development.
    b. Introduce more frequent interdisciplinary meetings within and between institutions.
    c. Have areas of specialization meetings within institutions and between institutions.
    d. Continue the Annual State Professional Development meeting for all Professional Educators. This next meeting could serve to extend the intent of the Region V Workshop to within Indiana.
2. How can statewide planning for teacher education be improved?
    a. Determine needs for pre- and in-service education.
    b. Evaluate the status of pre- and in-service education.
    c. Define the mission of teacher education based upon A.
    d. Identify personnel within the Division who have a percentage of time committed toward achieving a coordinate system.
    e. Involve the target population in all phases of planning.
    f. Follow up the Region V Workshop with a State Workshop for all professional educators.
    g. Develop long-range planning (five and ten years) for professional development.
3. How can the process of developing teacher certification be improved?
    a. Move the existing system toward its goal of a revised certification pattern by submitting recommendations as appropriate.
    b. Keep communications lines open between the Certification Committee liaison, the State Department, the teacher training agencies and users of their product.

4. What new strategies should be developed for recruitment and selection of personnel?

   a. A statewide plan would emerge from #2 which would define recruitment and selection roles of the agencies involved based upon needs.

   b. Utilize techniques such as scholarships, inducements, local incentives, etc. for encouragement in selected need areas.

5. What changes are suggested for financing teacher education? (Pre-service, In-service)

   a. After achieving #2, revise financing structure.

   b. Redefine any changes through an administrative structure beginning at the top.

   c. Provide lead time to institutions in making adjustments of one to two years.

   d. Define the "service" which the institution can provide. Use #2 as a foundation for determing what these might be.

6. What exploratory practices related to development of professional personnel should be given consideration for adoption?

   a. Use a consortium of institutions approach whenever feasible.

   b. Identify need areas through #2 to which special professional education programs need to be directed. Areas might include cooperative education, health occupations, disadvantaged and handicapped curriculum.

   c. Utilize shared staffing for appropriate programs.

   d. Cooperate between other areas of expertise within an institution or between institutions.

MICHIGAN STATE PLANNING GROUP

1. How can teacher education be better coordinated in my state?

   a. Specific purpose conferences.

   b. Define functions of coordinating committee - membership should reflect role.

2. How can statewide planning for teacher education be improved? (Pre-service, In-service)

   a. Develop a long-range plan.

   b. Management information system needed.

   c. Identify needs--set priorities.

   d. Statewide meeting.

   e. Present State Plan to occupational teacher education groups.

   f. Involve local school personnel.

   g. Involve teacher educators in development of State Plan that would reflect on funding.

   h. Establish consortium--develop plan--contract state to provide services.

3. How can the process of developing teacher certification be improved?

   a. Leave it alone right now.

   b. Change annual authorization.

   c. Train and clarify new code.

4. What new strategies should be developed for recruitment and selection of personnel?

   a. Encourage more through industry-type scholarships.

   b. Counseling at freshman level focused on teaching.

   c. Counseling at community colleges.

   d. Impact on groups--minorities--career ladder.

OHIO STATE PLANNING GROUP

1. How can teacher education be better coordinated in my state?

   Reactivate coordinating council to establish basis for establishing advisory council of top level administrators at the university and state planning.

2. How can statewide planning for teacher education be improved?

   Utilize Indiana Conference Group as steering group to implement #1.

3. How can the process of developing teacher certification be improved?

   Through #1 and #2 implement plan to bring about relevance in teacher education and certification and upgrading of teacher and administrator to optimize utilization of available resources.

WISCONSIN STATE PLANNING GROUP

1. How can teacher education be better coordinated in my state?
    a. Better communication of pre-service and in-service needs from DPI and WBVTAE to UW campuses.
    b. Better communication of offerings from UW System.
    c. Designation of institution and LEA and VTAE contact persons.
    d. Work through regional committees.
2. How can statewide planning for teacher education be improved? (Pre-service, In-service)
    a. Develop master plan--use EPDA advisory committee as vehicle.
    b. Look at mission statements of campuses.
    c. Use inter-agency interdiscipline committees to provide inputs into plan.
    d. Develop format--assess needs--get high-level administrator's commitment and support.
3. How can the process of developing teacher certification be improved?
    a. Inter-agency development of competency-based teacher education modules incorporating logical sequencing to meet individual needs.
    b. Periodic joint-agency review of certification requirements.
    c. Seminar to discuss state-of-the-art.
4. What new strategies should be developed for recruitment and selection of personnel?
    a. The needs for vocational, technical and adult education teachers and administrators should be made known through communication and counseling to the various pools of supply, e.g., business/industry unemployed Ph.D.'s, retired teachers and develop appropriate re-training programs.

b. Secondary vocational educators counsel with selected students regarding vocational teacher opportunities.

c. Advisory committees--better data needed.

5. What changes are suggested for financing teacher education? (Pre-service, In-service)

a. Funds from Federal and State levels used to provide seed moneys for new, emerging and innovative programs.

b. Universities responsible for funding traditional ongoing programs.

6. What exploratory practices related to development of professional personnel should be given consideration for adoption?

Explore use of state educational TV network for occupational teacher pre-service and in-service education.

VERBAL OBSERVATIONS BY SELECTED PARTICIPANTS AT CLOSE OF CONFERENCE

The overall plan of the general sessions was impressive.

There was unscheduled time which permitted informal exchange of relevant ideas.

Outstanding in regards to communications.

There was credibility to what was said.

No big hassels - came unified, remained unified.

Is it possible that EPDA funds might be available for this type of conference?

Opportunity for within state and within region communication facilitated.

Able to formulate specific steps to take back.

High quality interaction.

Generous exchange of ideas and printed matter between states.

It was not "another one of those!"

Looking forward to next Region V Conference.

REGION V INVITATIONAL WORKSHOP ON PROFESSIONAL DEVELOPMENT

EVALUATION

Conducted by: Dr. Betty A. Sawyers

and

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PROCESS EVALUATION

The proposal for the Region V workshop on professional development included a provision for evaluation. The evaluation was defined to consist of two major activities: (1) a process evaluation of the workshop, and (2) a report of the changed behavior of participants regarding professional development two months following the workshop.

The process evaluation was based on the stated objectives for the workshop, the logistics involved in conducting the activity and the product resulting from the sessions. Evaluators studied the proposal, the communication with participants, the materials disseminated to participants and the workshop format. In consultation with State Division of Vocational Education personnel and Region V personnel criterion measures were identified that would provide evidence as to the degree of achievement. These criterion measures were:

1. Cooperative planning formed the basis for conducting the workshop.
2. The purpose/s was clearly defined.
3. The participants agreed with the purpose/s.
4. Needed resources were available.
5. Adequate physical facilities were provided.
6. The time schedule was realistic in relation to the objectives.
7. The present pre-service teacher education programs were reviewed.

8. Strategies for improving the curricula for vocational teacher education were formulated.
9. Existing patterns of in-service teacher education were reviewed.
10. Innovations in in-service teacher education were identified.
11. The professional needs of the non-degree vocational teacher were identified.
12. Means were devised for in-service teacher education for the non-degree vocational teacher.
13. Strategies for funding vocational teacher education programs were developed.
14. Recommendations for the improvement in the area of teacher training were formulated.
15. Participants from each state developed a plan for the implementation of the recommendations.
16. The "product" of the workshop was recorded and made available for use.

Instruments in the form of checklists, questionnaires, and scales were administered. Findings related to the workshop are reported and discussed in the following section.

PURPOSE OF THE WORKSHOP

At the time of registration and prior to the first group session, one-half of the participants were not certain of the major emphasis of the workshop. Fifty percent indicated that the purpose was to develop and devise strategies of cooperation between Division Vocational-Technical Education personnel and university teacher-educators. One third of the participants indicated the purpose as stated in the proposal; to formulate individual state plans for the implementation of recommendations for improving pre-service and in-service training for vocational-technical teacher education. It would appear that announcements, invitations and communications should clearly state the purpose and each communication should carry the same wording in order to re-enforce the purpose and stimulate pre-workshop thinking. The participants then might arrive with attention focused on the problem.

Though participants were somewhat unclear as to the stated purposes of the workshop, they were more certain when asked to rank, in order of importance, the three problems they felt most pressing. Fifty percent indicated that programs for pre-service and in-service teacher training was either the greatest or second greatest concern.

Analysis of participant responses indicated that the following four problems were cited as being most important or second most important by at least 33% of the participants:

1. Effective techniques for evaluating vocational/ technical education programs.
2. A satisfactory delivery system for vocational/ technical education.

3. Adequate finances to operate the vocational/technical education program needed.
4. Dynamic, effective leadership in administrative personnel.

Problems seen as less important ones include:

An effective strategy for interpreting vocational/technical education to the public.

An operational means of follow-up for students completing a vocational/technical program.

Adequate assistance in local program planning (curriculum guides, consultants, etc.)

No participant checked these two items as problems:

Adequate educational facilities.

Proper, modern training equipment.

SMALL GROUP ACTIVITIES

Throughout the three day workshop, activity was often centered in small groups. The following topics were treated in such sessions:

Recruitment and Selection of Personnel

Statewide Planning for Teacher Education

The Role and Responsibility of State Office Personnel

Certification

Nature and Purpose of In-service Education

Role and Responsibilities of Agencies Involved In-service Education

Characteristics of Effective In-service Education

Developing and Implementing a Coordinated State Plan for In-service Education

Evaluating the Effectiveness of In-service Programs

Personnel Needs Assessment

Individualization and Personalization of In-service Education

Applied Research Proposals - Operational and Long Range

Communications

Small group activity was clearly cited as either the most effective or an adequate means of dealing with the problems, thus treated in this workshop. Participants felt generally that the composition of the groups fostered effective interaction. The physical facilities were adequate, the degree to which group members had an opportunity to express ideas and points of view was unlimited or at least satisfactory and the time frame in most instances was at least adequate.

There was less agreement among participants concerning the tasks of the small groups. For some activities participants indicated that the task was clearly defined. At other times the task was less clearly defined and for some groups and activities the task was inadequately defined. More than half the participants in groups dealing with (1) certification, (2) statewide planning for teacher education, and (3) recruitment and selection of personnel indicated that these group tasks were not clearly defined.

Participants indicated that in small groups, effort was directed toward the task about 75% of the time. In a few of the groups, participants stated that the participants focused on their task less than 50% of the time. No participant stated that the task being undertaken in small group activity was completed. Slightly more responses indicated that some progress, rather than much progress was achieved.

Recommendations for future workshops using small group sessions include: (1) short briefing period with group leader to clarify tasks, (2) informal check to determine if group members; (a) define the task, (b) focus on the task.

Small group activity was reported and recorded for sharing and future use of participants.

STATE REPORTS

Participants were asked to assess the overall activity of state reports and to indicate the value of specialized aspects. In the overall evaluation, 60% of the respondents indicated that reports were an adequate means of disseminating the information included. One-half the participants received between 4 and 7 new ideas from state reports and slightly more than half felt that this activity constituted an informative part of the workshop. Forty percent felt the activity to be mediocre and four respondents stated that it was an unnecessary part of the workshop.

Exemplary practices and other activities related to personnel development in vocational and technical education were dealt with in the form of reports by states. An instrument for in-service programs and one for pre-service programs was developed based on pre-workshop materials submitted by individual states. Participants were asked to indicate if ideas presented by states were "new" and if they appeared to be potentially useful to them. Participants were also asked to indicate if the practice or innovation needed clarification for them.

In-service Programs

Teacher educators indicated that they received more new ideas and more potentially useful ideas than did state consultants. It is possible that state consultants were more familiar with the total program of activities statewide and between states than were teacher-educators because of the nature of their jobs.

The in-service program that appeared to have the greatest potential usefulness was, upgrading the local vocational education coordinators through frequent programs on the educational telephone network. Possibly it was the multi-use of such a technique that made it appear highly adaptable for a variety of uses. The in-service idea receiving the second greatest indication of potential usefulness dealt with developing a list of competencies for communication skills.

Other innovations that appeared potentially useful to at least half the participants included:

In-service program for school administrators in planning, programming and budgeting of local vocational education programs.

Summer training projects for career development directors and coordinators.

In-service preparation of teachers to teach the disadvantaged and handicapped.

Development of and instruction in the use of curriculum guides and materials for new and emerging occupational areas.

Leadership development seminar which uses simulation techniques and training in management by objectives.

Development of a statewide central educational resource center.

Pre-service Programs

Twenty-six teacher educators received new ideas to improve pre-service programs from reports presented by various states. Only five state consultants reported obtaining new ideas.

The innovation appearing to have the greatest potential usefulness was; the development of a stronger counselor training program through integrating efforts of university counselor educators and vocational educators. Sixty percent of the participants indicated that it was potentially useful to them. Slightly more than one-half of the participants viewed two other practices or programs as being potentially useful to them; (1) the organization of a statewide liaison structure whose function it is to review and/or reconstruct major components of their pre-service programs designed to train vocational education teachers and administrators, and (2) pre-service training in competency based administration.

FINAL EVALUATION

On a scale where "1" indicated no progress "4" indicated uncertainty as to degree of progress and "7" indicated much progress, with other numbers indicating intervening levels of certainty relating to progress, more than half the participants indicated that during this workshop the greatest degree of progress had been made in these two objectives:

To develop strategies for building vocational teacher education curricula which are responsive to the competencies and techniques needed by all vocational teachers.

To identify new patterns of in-service teacher education for vocational educators, especially as they relate to the needs of the non-degree vocational teacher.

Two-thirds of the participants were uncertain about the degree of progress that had been made in achievement of objective 4;

To develop strategies for the funding of state vocational teacher education programs.

Participants indicated that the least progress was made in objective 5;

To identify the research and development needs of vocational teacher education as they relate to the state plan for vocational education.

Twenty percent of the respondents stated that no progress was made. Sixty percent indicated low levels of progress or uncertainty concerning progress. Slightly more than ten percent indicated progress beyond the level of uncertainty.

Slightly more than one-half of the participants reported little progress and uncertainty concerning progress in relation to objective 1;

> To make pre-service teacher education programs more relevant to the needs of vocational teachers.

FOLLOW-UP OF REGION V WORKSHOP ON PROFESSIONAL DEVELOPMENT

Evaluation of the Region V workshop, as outlined in the project proposal, specified that a follow-up study be made two months after its conclusion in an attempt to determine the progress that each state had made. Participants were contacted by mail during the first and second weeks of May. Responses were completed and returned over a one month period ending mid-June. An analysis of these responses has been made.

The following chart shows information related to follow-up activities:

State	Instruments Mailed	Instruments Returned
Illinois	13	10
Indiana	18	15
Michigan	11	10
Ohio	11	7
Wisconsin	13	12
Total	66	54

During one of the final work sessions of the conference, teacher educators, state vocational personnel and other representatives from each of the six states convened in state groups to devise their plan of action and commitment for the improvement of pre-service and in-service professional opportunities.

Each state was asked to consider these six broad areas in formulating their plan of action:

Coordination of Teacher Education

State-Work Planning for Teacher Education

Improvement of Teacher Certification

New Strategies for Recruitment and Selection of Personnel

Financing Teacher Education

Exploratory Practices Related to Professional Development

Five states reached general agreement concerning steps and activities that appeared to have potential in contributing to improved professional development in the areas mentioned previously.*

The written statement of intent submitted by each state group was unique to its specific needs and resources. This commitment provided the basis for the development of a questionnaire designed to assess progress in the two month period following the workshop.

The differences in specific activities planned by each state necessitates reporting their progress individually.

ILLINOIS

Illinois participants designated one major effort in each of the six broad areas:

Area I - Coordination of teacher education

Activity: Statewide teacher educator (interdisciplinary) conferences

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*One state did not make a statement at the close of the workshop. At the time the follow-up survey was initiated a commitment from this state had not been received.

Area II - Statewide planning for teacher education

Activity: Devise a planned system by which problems are identified and resolved.

Area III - Teacher certification

Activity: Explore alternative ways for certification

Area IV - Recruitment and selection of personnel

Activity: Further develop the "Capstone" process in all vocational educational areas.

Area V - Financing teacher education

Activity: Define priorities, based upon supply and demand and fund accordingly. LEA's should assume a larger percentage of costs.

Area VI - Exploratory practices related to professional development.

Activity: Intra- and interstate planning and dissemination of exemplary programs.

Area I - Eight respondents indicated that plans for such conferences were in various stages of completion. One respondent reported that a conference has been held. Responses were returned over a five week period which could account for differences in the degree of progress reported. Only two participants indicated that they were uninformed as to progress made relative to conducting statewide teacher (interdisciplinary) conferences.

Area II - There was strong agreement that progress had been made in planning a system through which problems are identified and resolved. Eight respondents reported that the system was either ready for implementation or that it had begun functioning. Two reported being uninformed concerning this activity.

Area III - Five respondents reported that alternative ways for certification had either been identified or were being developed. Adoption of alternative means of certification was reported by four of these five participants. Since representatives from various vocational areas reported it is possible that progress has been greater in some than in others.

Area IV - All respondents except one stated that the "Capstone"* process for agriculture, distributive education, home economics, office education, technical education and trades and inudstry had either been developed or was in the process of development.

Area V - There was general agreement that progress had been made in defining priorities based on supply and demand. Seven respondents indicated that priorities had either been defined or that consensus concerning priorities was expected soon.

The five participants reporting that priorities had been defined also indicated that funding of pre-service and in-service activities is being allocated according to the defined priorities.

The six participants indicating that LEA's had been approached with a request for increased financial support for pre-service and in-service training costs were all state consultants. It appears that teacher educators have not been involved in negotiations with LEA's to any great extent. Four reported being uninformed concerning progress in this effort.

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*see materials distributed at the afternoon general session February 14 by Illinois.

Area VI - Five participants reported that a procedure to stimulate and facilitate intra and interstate exemplary programs had been designated and that a feasible means of disseminating information about exemplary programs had been defined.

INDIANA

Indiana workshop participants identified an extensive list of activities. In some of the areas as many as seven were designated while in other areas only two were developed.

Area I - Coordination of teacher education

Activities:

a. Activate an advisory committee
b. Interdisciplinary meetings within and between institutions
c. Area specialization meetings within and between institutions
d. Continue annual state professional development meeting

Area II - Statewide planning for teacher education

Activities:

a. Determine needs for pre- and in-service education
b. Evaluate status of pre- and in-service education
c. Define the mission of teacher education based on "a"
d. Identify Division personnel committed to achieving a coordinate system

e. Involve target population in planning

f. State workshop on professional development

g. Develop long range professional development plan

Area III - Teacher certification

Activities:

a. Submit recommendations for revised certification pattern

b. Keep lines of communication open between all involved agencies

Area IV - Recruitment and selection of personnel

Activities:

a. A statewide plan to emerge from Area II

b. Utilize techniques such as scholarships, for encouragement in needs areas

Area V - Financing teacher education

Activities:

a. Revise financing structure based on Area II

b. Re-define changes through administrative structure - from the top

c. Provide lead time (1-2 yrs.) to institutions for adjustments

d. Define the "service" which the institution can provide

Area VI - Exploratory practices

Activities:

a. Use a consortium of institutions

b. Identify needs areas based on Area II

c. Utilize shared staffing

d. Cooperate between areas of expertise

Area I - Responses indicated that in the time since the conference progress had been limited in activating an advisory committee on professional development. Four participants stated that preliminary steps had been taken in this activity.

There was a wide distribution of responses to the item dealing with interdisciplinary meetings within and between institutions. State consultants reported that little or no progress had been made or that they were uninformed as to the degree of progress. Teacher educator responses were evenly divided between the little or no progress response and the two choices indicating that steps for such meetings had been completed and a schedule for meetings had been established.

It is reasonable to think that state consultants might not be aware of developments in this activity since they are not directly involved in most plans affecting institutions of higher education. Differences in responses of teacher educators could be due to the fact that at some institutions little or no progress in this specific effort has occurred. Activity focused on interdisciplinary meetings at other institutions could be extensive, especially within single institutions.

Responses to the item dealing with implementing specialization meetings within and between institutions showed a similar pattern of distribution. Again state consultants reported that generally they were uninformed concerning progress. Four of the teacher educators stated that dialogue relating to specialization meetings

In view of the limited time period this inquiry covered, one could expect limited progress especially in activities of great complexity and scope. It is not surprising then that twelve participants reported limited progress relating to the development of a long-range state plan (five-ten years) for professional development.

Area III - Only three respondents stated that they were uninformed concerning progress related to submitting appropriate recommendations for moving the existing system toward a goal of a revised certification pattern. Twelve participants indicated progress in varying degrees. There were six who reported that recommendations were finalized for a revised certification pattern.

Area IV - Analysis of responses indicated little or no progress in utilizing techniques such as scholarships, inducements, local incentives, etc. for the encouragement of selection and recruitment in selected need areas. Two respondents reported that exploration of feasible techniques was being made.

Area V - There was general agreement that there had been very limited achievement concerning the four items relating to financing teacher education: revision of financing structure; re-defining changes through an administrative structure; providing lead time (1-2 years) to institutions in making adjustments and in defining "service" which the institution can provide.

Area VI - Eight respondents, four teacher educators and four state consultants indicated that the use of a consortium of institutions approach whenever feasible had been discussed and that a framework for a consortium effort had been developed.

MICHIGAN

Michigan participants concentrated their attention on four of the six areas. Their commitment is as follows:

Area I - Coordination of teacher education

Activities:

a. Specific purpose conferences
b. Define functions of coordinating committee

Area II - Statewide planning for teacher education

Activities:

a. Develop a long-range plan
b. Management information system needed
c. Identify needs - set priorities
d. Statewide meeting
e. Present state plan to occupational teacher education groups
f. Involve local school personnel
g. Involve teacher educators
h. Establish consortium - contract with state to provide services

Area III - Teacher certification

Activities:

a. Leave it alone for present
b. Change annual authorization
c. Train and clarify new code

Area IV - Recruitment and selection of personnel

Activities:

a. Industry-type scholarships as incentive

b. Counseling freshmen-focus on teaching

c. Counseling at community colleges

d. Impact on groups--minorities--career ladder

Area I - Nine of the eleven responding participants indicated that either they were not aware of any progress or that there had been little or no progress made toward conducting specific purpose conferences focused on the coordinator of teacher education. One state consultant noted that preliminary planning by college and university representatives had taken place but he was not cognizant of the development.

Two state consultants reported that the general responsibilities of the coordinating committee had been designated. All other respondents indicated that they were uninformed as to the degree of progress that had been made regarding the functioning of the coordinating committee.

Area II - In response to the inquiry regarding achievement toward developing a long-range plan for improved teacher education three of the eleven participants reported progress. One indicated that a committee had been formed and two reported that such a committee is currently active. Seven reported either little or no progress or being uninformed regarding progress.

In an effort to improve statewide planning for teacher education in Michigan the need of a management information system was cited. Eight respondents report that they are uninformed about any progress in establishing such a system. Three participants report that investigation of such a system is under consideration.

Three teacher educators and two state consultants reported progress toward identifying needs and setting priorities in relation to improved teacher education. Five respondents (four teacher educators, one state consultant) indicated that they were uninformed as to the degree of progress in this activity.

Four participants reported that plans were being developed for conducting a statewide meeting devoted to improvements of teacher-education.

Only seven participants responded to the inquiry concerning the presentation of the State Plan to occupational teacher education groups. Their answers indicated that progress had been limited in this endeavor.

Marked achievement had not been made related to involving local school personnel in long-range planning for improved teacher education. Achievement had been limited in the two-month time period following the Region V Workshop related to these three activities: (1) involving local school personnel in long-range planning for improved teacher education; (2) involving teacher educators in the development of a long-range plan that would reflect approved funding; and (3) establishing a consortium to develop a contract with the state to provide pre-service and in-service teacher education.

Area III - Six of nine respondents indicated that teacher certification is best left as it presently is. Two of the six responses had qualifying comments. "We have a revised code... which provided considerable flexibility"; "We have recently operationalized the present plan."

One participant responded with this written comment only: "Our attitude in Michigan is very mixed."

Area IV - There was general agreement that little progress had been made in encouraging increased recruitment through industry-type scholarships. Three respondents (2 teacher educators, 1 state consultant) reported that freshmen are provided with information regarding teaching as a career. The same respondents indicated that a system for counseling students at community colleges regarding teaching as a career was in the planning stage or had been put into action.

A variety of responses to the request, "Please describe what has been accomplished in the development of new strategies for recruitment and selection of personnel in relation to minority groups and the career ladder;" indicated awareness and some progress in this activity.

OHIO

Delegates from Ohio directed their attention to the first three areas. Their statement of intent included these activities:

Area I - Coordination of teacher education

Activities: Reactivate coordinating council to establish bases for organizing an advisory council of top level administrators at the university and state department.

Area II - Statewide planning for teacher education

Activities: Utilize Indiana Workshop group as steering group to implement Area I.

Area III - Teacher certification

Activities: Implement a plan to bring about relevance to teacher education and certification.

Area I - Three participants reported that positive steps had been made toward reactivating the coordinating council to determine a basis for establishing an advisory council.

Area II - Two respondents indicated that participants of the Region V Workshop had been contacted to act as a steering group for improvement of teacher education. Four reported that they were uninformed concerning progress in this activity. It would appear then that not all members had been contacted at the time of the survey in relation to steering committee responsibilities.

Area III - Written comments indicated the following progress in the improvement of teacher certification:

"A thorough review of the pre-service and in-service training programs are underway."

"Student teaching will be extended to a minimum of 10 weeks, effective September 1974."

"Professional competencies are stated in terms of action."

WISCONSIN

State delegates from Wisconsin determined these activities to contribute to achievement in the six areas.

Area I - Coordination of teacher education

Activities:

a. Better communication from DPI, WBVTAE and UW campuses.

b. Better communication of offerings from UW system.

c. Designation of contact persons at institutions, LEA's and VTAE.

d. Work through regional committees.

Area II - Statewide planning for teacher education

Activities:

a. Use EPDA advisory committee for development of master plan.

b. Study mission statements of institution.

c. Secure inputs from inter-agency interdisciplinary committee.

d. Develop format--assess needs--get high level administrative commitment and support.

Area III - Teacher certification

Activities:

a. Center agency development of competency-based teacher education modules.

b. Periodic joint-agency review of certification requirements.

c. Seminars to assess state-of-the-art.

Area IV - Recruitment and selection of personnel

Activities: Improve communication concerning needs to "pools of supply," e.g. business industry, retired teachers, unemployed Ph.D. develop appropriate re-training programs.

Area VI - Exploratory Practices

Activities: Explore use of state educational TV network for pre- and in-service education.

Area I - Nine of the twelve respondents indicated progress in improving the communication of pre- and in-service needs from DPI and WBVTAE to U.W. institutions of higher education. Four reported that steps for improved communication had been explored; two indicated that a system for implementing improved communication was in the planning stage and three reported that such a system had been initiated. In view of the fact that various colleges and universities are represented, each with as many as six vocational pre-service programs, it is probable that progress would lack uniformity in this activity, thus accounting for differences in responses.

Seven participants reported progress in improving communication of offerings in the U.W. system.

Nine participants indicated that an approach to solving the problem of identifying contact persons at institutions, LEA's and VTAE's had been formulated. Less progress was reported regarding the coordination of teacher education through regional committees. Eight respondents reported little or no progress or that they were unaware of any progress.

Area II - At the time of this survey limited progress had been made in using the EPDA advisory committee as the vehicle for developing the master state plan. Three respondents indicated that negotiations with this committee had been initiated. Two others indicated that plans for a meeting in September 1974 had been made.

All seven teacher educators responding reported that mission statements of institutions had been developed and were available. Two reported that such statements had been analyzed in relation to teacher education. The five state consultants reported being uninformed concerning progress in the study of mission statements. Not directly involved in the preparation of such statements, it is possible that state consultants would be less informed concerning institution mission statements.

Only four participants indicated that inter-agency interdisciplinary committees to provide input into the master plan had been identified. Nine participants cited little or no progress or being uninformed as to progress in developing a format for a master plan. Two state consultants and one teacher educator indicated that individuals responsible for developing a format had been identified. It is possible that these three participants constitute a part of the group charged with this duty. Greater degrees of progess e.g. active development of a format is underway; a format has been completed; were not reported. It would appear that those director involved might be uninformed of early stages of development.

Six participants reported that high-level administrators had either been identified or contacted to solicit their support in statewide planning for the improvement of teacher education.

Area III - Wisconsin representatives felt that the process of improving teacher certification could be advanced through inter-agency development of competency-based teacher education modules incorporating logical sequencing to meet individual needs. Three teacher educators and two state consultants reported that agencies were either exploring possibilities or that they had developed such modules. Five state consultants and two teacher educators indicated little progress or that they were uninformed concerning progress.

An activity of such complexity would require considerable time and effort to accomplish. It is reasonable to think that those participants reporting development of modules were associated with agencies that were involved in the endeavor prior to the regional workshop. It is hoped that those agencies will act as a catalyst for the state's commitment in this activity.

Responses indicated that progress had been limited in conducting periodic joint-agency reviews of certification requirements. Little or no progress had been made in promoting seminars focused on teacher certification requirements.

Area IV - Participants agreed that the needs for vocational, technical and adult education teachers and administrators should be made known through improved communication and counseling. Three respondents indicated that a system of communication is being studies. Three participants reported that educators have been contacted and in some instances specific activities have been employed to inform secondary students concerning teaching oppor-

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tunities in vocational education. Five state consultants reported that advisory committees had been utilized to assist in securing data for recruitment and selection of personnel.

Area V - Seven of the twelve participants responding to the inquiry about progress in allocation of funds for new, emerging and innovative programs reported that such an allocation had been discussed. Two participants indicated that such an allocation had been implemented.

Four respondents indicated that progress had been made in encouraging universities to assume the responsibility for funding traditional on-going programs in vocational teacher education. Two reported that the matter was being explored and two indicated that this responsibility had been accepted by universities. It could be that some universities had taken this step while others had not.

Area VI - Seven participants reported progress in using the state educational TV network for occupational teacher pre- and in-service education. Two cited specific uses that had been devised.

SUMMARY STATEMENT

It would be unrealistic to expect a marked degree of progress in the time period covered in this survey. This is more especially true in view of the fact that pre-service and in-service vocational teacher education programs are complex, involving multiple sources of funds, large numbers of educators from several disciplines and in some instances numbers of institutions within a single state.

It is encouraging that efforts to improve vocational teacher education programs are underway: that there is a unified effort within the vocational disciplines, between institutions within states and that such an effort is one cooperatively utilizing skills and abilities of all personnel involved; teacher educators, state consultants and division personnel, and state and regional resource people. It is hoped that effort and progress by one segment will serve to stimulate similar activity by some other segment. Shared innovations and experiences could maximize product.

It is hoped that this Final Evaluation Report will stimulate renewed effort toward the achievement of each states' commitment.

APPENDIX A

SUMMARY OF TEACHER EDUCATION PROGRAMS

State of ______________________
(fill in name of state)

I. PRE-SERVICE - Brief summary of State's system for providing pre-service education for vocational teachers.
   - A. Relationship of the state office and the Teacher Education Institutions in the planning and administration of the system.
   - B. Method and amount of funding for pre-service programs.
   - C. List of innovative or research projects related to pre-service programs.
   - D. Plan for recruiting prospective teachers.
   - E. Noteworthy accomplishments in the pre-service area.

II. IN-SERVICE - Brief summary of State's system for providing in-service education for vocational teachers.
   - A. Relationship of State office, Teacher Education Institutions and local administrators in the planning and administration of the system.
   - B. Method and amount of funding for in-service programs.
   - C. List of innovative or research projects related to in-service programs.
   - D. Recruitment and selection of personnel for in-service programs.
   - E. Training and use of para-professional personnel.
   - F. Noteworthy accomplishments in the in-service area.

III. EPDA
   - A. Plan for using EPDA funds for supplementing regular vocational funds in personnel training.
   - B. The main thrust of the EPDA program.
   - C. Accomplishments attained through the use of EPDA funds.

IV. PROBLEM AREAS - List problem area where help is especially desired.
   - A.
   - B.
   - C.

You may want to attach abstracts or summaries of special projects.

You may want to provide up-to-date (1973) statistics on such items as the number of teachers in occupational areas, the number completing pre-service training and the number or percentage enrolled in in-service training.

Feel free to bring copies or publications etc. for display or dissemination at the workshop.

SUMMARY OF TEACHER EDUCATION PROGRAMS

State of Illinois

I. OVERVIEW

The purpose of the Illinois system for personnel development is to improve the quality and expand the scope of occupational education offered to the people of Illinois. Participants in staff development include teachers, counselors, administrators and ancillary personnel in public elementary, secondary, area vocational centers and community college institutions in Illinois.

The Illinois system follows a basic cyclic paradigm of need determination - program development - program delivery - evaluation. The professional and Curriculum Development Unit within the Division of Vocational and Technical Education plays a leadership and development role in extending in-service/pre-service staff development activities and when possible expanding present efforts with supplemental funds, via EPDA, Part I-Curriculum, Part F-Consumer and Homemaking, and Part G-Cooperative Education. The Professional and Curriculum Development Unit responds to staff development needs which are not being met by regular delivery institutions such as universities and colleges. These unmet needs become the basis for contractual arrangements between the Division of Vocational and Technical Education and universities or other agencies within Illinois. Program delivery through contractual arrangements utilizes various vehicles. Examples of vehicles include workshops and other group activities, self-instructional packages, college courses, correspondence courses and agreements with professional education associations and others. The entire Division of Vocational and Technical Education delivery system involves other agencies involved in personnel delivery including the teacher training universities via the liaison structure mentioned previously, local educational agencies, professional education associations and others.

II. PRE-SERVICE

During FY 1974, the Illinois system with regard to pre-service education, stimulated eight universities to review and/or reconstruct major components of their pre-service program designed to train teachers and administrators.

A liaison structure composed of one presidential appointee from each of the eight state universities serves to (1) stimulate academic growth within their respective institutions, and (2) to serve as part of a statwide council on personnel development to advise the Division of Vocational and Technical Education in matters of personnel delivery for occupational education. All programs for pre-service or in-service education are funded via contractual agreements. The amount of funds allocated each year are dependent upon the budget authorized by the legislature and those supplemental funds available through the U.S. Office of Education. Over the past four years an average of $450,000 has been allocated each fiscal year for pre-service and in-service education activities. In addition, over $300,000 per year has been utilized from supplemental sources.

Innovative Pre-service Projects

Pre-service Administration by Competency	Illinois State University and Southern Illinois University at Carbondale
Pre-service "Capstone" Training of Health Occupations Teachers	University of Illinois
Pre-service "Capstone" Junior College Articulated to University Teacher Preparation of Occupational Education	Southern Illinois University at Carbondale
Realignment of Pre-service Delivery	Chicago State University and Southern Illinois University at Carbondale
Pre-service Cooperative Education (Regular and Special Needs)	Southern Illinois University at Carbondale and Chicago State University
Pre-service Elementary Education	Northern Illinois University, Eastern Illinois University and Southern Illinois University at Carbondale
Pre-service Orientation Clusters	Chicago State University and Southern Illinois University at Carbondale
Pre-service Environmental Occupations	Illinois State University, Chicago State University and Southern Illinois University at Carbondale

III. IN-SERVICE EDUCATION

During FY 1974, the Illinois system delivered, with regard to in-service education, 56 workshops to over 1,577 participants. The number of hours in each workshop times the number of participants resulted in the delivery of over 101,599 participant-contact hours. To deliver these activities through contractual arrangements, the Division of Vocational and Technical Education paid $137,390.38, or an average of $1.36 per participant-contact hour.

Also during FY 1974, the Division of Vocational and Technical Education cooperated with the Illinois Vocational Association and delivered 22 workshops on various priority topics of occupational education to over 750 occupational educators at the IVA's annual convention. This cooperation between a state's professional education association in occupational education and the state office for vocational education is believed to be unique in the nation. During FY 1975, the professional education association concept will be continued and expanded.

Additional explanation and exemplification of the process and products of Illinois efforts in staff development activities is described in a document entitled "The Illinois System for Statewide In-service Staff Development in Occupational Education."

IV. EPDA

The main thrust of the EPDA program in Illinois is to offer pre-service and in-service programs beyond those available with state funds. State regulations do not allow using state funds for instructional support for students, existing EPDA provisions thus allow us to attract quality as well as quantities of students into existing and innovative programs for training occupational/career education teachers and administrators.

Supplementing state funds with the EPDA grants have allowed us to prepare teachers in priority areas such as health occupations teachers, environmental occupations teachers, and administrators and supervisors of comprehensive vocational education programs.

The major accomplishment attributed to EPDA funds would be the ability of the state office to identify, recruit and train professional educators in areas of critical need in the field of vocational education.

EDUCATIONAL PROFESSIONAL DEVELOPMENT ACTIVITIES

State of Indiana

The following information attempts to provide a brief overview of the areas requested for the Region V Vocational Teacher Education Workshop.

I. PRE-SERVICE

The State Board is responsible for a program of teacher education that will provide an adequate supply of vocational education personnel. These programs are carried on by the four state universities: Ball State University, Indiana University, Indiana State University and Purdue University. Data for current and projected needs for personnel are compiled by the State Board staff for use by these universities. Provisions for supervised student teaching and other experiences for prospective teachers are determined by representatives of the teacher education institutions in cooperation with the State Board staff. The method of funding the pre-service teacher education is contractual, composed of three parts: (1) Travel, workshops and conferences are fully reimbursed until such point as they reach a predetermined level of funding; (2) Salary reimbursement is based upon twenty percent of the university's cost, and, (3) Further, a formula is used for allocating the remaining funds for pre-service based upon student contact hours. The formula used is as follows:

Student Contact Hours	X	Value per Contact Hour	=	Total Reimbursement for Program

Where the Value/Contact Hour = Total student hours approved for all post-secondary programs ÷ Into $ Available

Approximately $270,000 has been allocated to pre-service education.

The following titles apply to recent pre-service research in the State of Indiana:

(Pre-service)	"Integrating Efforts of Universities' Counselor Educators and Vocational Educators to Develop a Stronger Counselor Training Program" - Indiana University
(Pre-service)	"Career Education Helping All in Counseling" - Ball State University
(Pre and In-service)	"A Study of Vocational Education Teachers of the Disadvantaged with Implication for Teacher Education" - Indiana University

The plan for recruitment is primarily left to the discretion of the universities. Many and varied approaches are utilized; including such strategies as printed materials, utilization of alumni, high school visitations, and campus visits to mention only a few.

One of the strengths of pre-service instruction in the State of Indiana, is the cooperation of the universities and the recognition of expertise in each of the universities in providing various options in pre-service vocational education.

II. INSERVICE

In-service education in the State of Indiana is couched in a structural framework which provides geographical areas of responsibility for each of the four state universities. This structure permits articulation between teacher education institutions and local administrators regarding present and future needs in each area. In-service advisory committees are utilized providing feedforward and feedback concerning ongoing and prospective programs. These committees are comprised of vocational directors, superintendents, and key personnel from local educational agencies or a consortium of agencies within an area. As many as four or five committees may be formed within a university's domain thereby reflecting current felt needs of the local agencies. Designated teacher educators from each of the universities work directly with the Coordinator for all Professional Development Services in the Division of Vocational Education in preparation and administration of the contracts let for professional in-service education.

The method of funding for in-service education is through a contractual arrangement with each of the universities based upon projected needs of the area served. Consequently, funding varies for the four areas from year to year and between areas. Approximately $300,000 has been allocated for this priority for the 1973-74 year utilizing federal monies from parts "B" and "D".

Each contract let with the university required identification of needs through research data. This data resulted in group clock hour sessions to meet certification or degree requirements, mini-courses, seminars, workshops, conferences, etc. Recruitment and selection became an inherent part because of this strategy.

It is felt that this arrangement allows innovation in professional development by the institution based upon the identified needs of the educational communities.

III. EPDA

A priority for EPDA funds has been established providing for statewide services over and beyond the normal pre- and in-service categories. The following descriptions of funded projects exemplify this priority.

Indiana State University is implementing a project to fill a need for administrators, supervisors, and coordinators at the state, regional, and local levels in the State of Indiana. This unique approach was developed around several concepts such as: interdisciplinary approach, core programs, pre-internship programs, intern period, and post-internship period. This three-year funded program was specifically aimed at providing realistic on-site experiences to supplement the university-based experiences. The expected result is to fill the middle-management needs in the State of Indiana in vocational education.

A project entitled "Indiana Leadership Development Program for Vocational Administrative Personnel: is designed to provide in-service educational opportunity to vocational administrative personnel. Activities focus on professional development appropriate to the needs of persons holding local and state administrative positions. The program spans an intensive one-year period which may be followed by additional study at the participant's option. A consoritum of four universities - Ball State University, Indiana State University, Indiana University, and Purdue University - developed and are conducting the program. Special features include: individualized study, scheduling of responsibilities to accommodate professional responsibilities, short-term learning activities including travel and field study, contact with consultants in many aspects of administration, and many others. The program consists of three stages: synergistic studies, micro studies, and contract studies. Other areas of activity focused around: (1) In-service contracts for state staff professional development of the Division of Vocational Education; and (2) A statewide in-service education thrust for consumer and homemaking instructors necessitated by a need to implement a revised curriculum, which placed an emphasis upon non-traditional patterns.

The thrust of EPDA funds has focused upon total state needs, which normally could not be serviced by existing structure.

IV. PROBLEMS

The areas of recruitment, curriculum, certification, and communication appear to be the focal points needing additional attention in the State of Indiana. Following is a brief outline which should delineate within the areas:

A. Strategy for recruitment in all professional development programs of vocational education.

B. Curriculum

    1. Need strategy for developing cooperation between and within agencies to develop quality programs.

    2. Focus on competency based education.

    3. Focus on alternative approaches regarding the mechanics of providing education meeting the needs of individuals.

C. Current certification patterns for both conditional and providisonal licensing needs to be evaluated with attention given to alternatives for new pattern for certification.

D. Communication
    1. Intra-Institution
    2. Inter-Agencies
    3. Communication as a means of diffusing ideas and innovations

SUMMARY OF TEACHER EDUCATION PROGRAMS

State of Minnesota

I. PRE-SERVICE EDUCATION

A. As of July 1, 1974, the Division will almost completely terminate its funding of pre-service teacher education. Funds will be shifted to in-service activities. Divisional staff have significant input as to the pre-service competencies which are needed. Divisions meet on a regular basis with their respective teacher educators.

B. As of July 1, 1974, monies previously used for pre-service will be used for in-service purposes. Less than 20% of those dollars will be used for pre-service.

C. Teacher Education for Career Education Modules

Module 1	Orienting prospective teachers to career education.
Module 2	Preparing elementary teachers for career education through curriculum.
Module 3	Preparing secondary teachers for career education through curriculum.

Developed by L. Sunny Hanson, Mary K. Klaurens, Mary Spiegelberg, and W. Wes Tennyson, University of Minnesota, Minneapolis, Minnesota 55455.

Developed under an EPDA grant through the Division of Vocational-Technical Education, Minnesota State Department of Education, St. Paul, Minnesota 55101.

D. No special recruitment plan other than individual ones conducted by each teacher education institution is in effect. Major shortages at the pre-service level exist in the areas of agriculture and health occupations.

E. Although there has been a drastic drop in enrollment at all teacher education institutions, the Vocational Education Departments--agriculture education, distributive education, home economics, business and office education, and trade and industrial education have experienced no significant shortage. Several departments have experienced an increase.

II. IN-SERVICE

A. The Division in cooperation with vocational teachers, administrators, and support staff at the secondary, post-secondary, adult, and special needs levels and the state college teacher education departments will identify in-service needs which are competency based. The Division, when necessary, will assist the state college in identifying the appropriate off or on-campus location and the appropriate delivery method. Outside expertise and equipment/teaching aids essential to meet the needed competencies will be identified cooperatively.

B. Prior to July 1, 1974, funding was based on a 50% reimbursement policy at the 1967 level.

Beginning July 1, 1974, funding will be based on the following formula:

1. All credit hours produced shall be subtracted from those credits needed to "break even." The Divisional support for in-service offerings resulting from a potential deficit shall be calculated in this manner.

2. All expenditures incurred by the state college in providing those credit hours as well as related services requested by the Division shall be totaled. Monies allocated by the state college for related services shall be subtracted.

3. In the event the expenditures exceed state support, the Division shall reimburse the state college for the difference on an annual basis.

4. In the event that credit generated exceeds expenditures, the state college shall retain the addition credit.

C. Those projects listed below were funded under EPDA 1973-1974 and are considered the most outstanding and successful, with potential transfer to other states:

1. Comprehensive staff development for individualized instruction for a performance based post-secondary vocational-technical curriculum. Mr. Larry Frazier, Hutchinson Area Vocational-Technical Institute, Hutchinson, Minnesota 55350.

2. Secondary vocational center - interdisciplinary/differentiated staffing for cluster instructional/curriculum development.

Project A - Rural secondary vocational center: Mr. Cliff Clausen, Director, Lakes Vocational Center, Detroit Lakes, Minnesota 56501.

Project B - Metropolitan secondary vocational center: Mr. Bill Lundell, Director, Minneapolis Secondary Vocational Center, 2908 Colfax Avenue South, Minneapolis, Minnesota 55408.

3. Professional development institute for provisionally certified post-secondary distributive education personnel: Dr. Wayne Little, Director, Distributive Education, School of Business, St. Cloud State College, St. Cloud, Minnesota 56301.

4. Competency based, sequencially offered teacher education course content for non-education degreed vocational-technical teacher - secondary and post-secondary: Dr. David Bjorkquist, Chairman, Department of Industrial Education, 125 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455.

5. Summer workshop for secondary health occupations instructors: Mr. Rich Le Burkien, State Supervisor, Division of Vocational-Technical Education, 5[illegible] Capitol Square, St. Paul, Minnesota 55101.

D. Although the Division has minimal recertification requirements many vocational schools are in the process of developing a professional staff development program for their people. The teacher education department at the teacher education institutions, the state's EPDA consultant and the state's technical/occupational consultants are involved cooperatively with school systems for this purpose.

E. The majority of training of para-professionals is primarily conducted by Minnesota's post-secondary area vocational-technical institute. Brochures relating to this training may be obtained from the Division of Vocational-Technical Education.

F. Noteworthy accomplishments in in-service.

1. Regular meetings between this Division's occupational/technical consultants and their respective teacher educators.

2. Bi-annual meeting of all vocational teacher educators. This meeting is called by the Vocational-Technical Division, State Department of Education and has experienced an average attendance of over 110 participants

from the public and private teacher education institutions who provide vocational in-service and pre-service.

3. The new financial memorandum of agreement among a) the state college board, b) the Division of of Vocational-Technical Education, and c) each individual state college is very noteworthy. This agreement is designed to provide in-service courses, workshops, and seminars and collegiate expertise for each vocational school on a tutorial basis and staff for the supervision of professional internships. Copies of this new memorandum of agreement may be obtained from the EPDA consultant.

4. Items under IIc should also be considered as noteworthy.

III. EPDA

A. & B.

EPDA 553 funds will be utilized primarily for in-service purposes. Emphasis will be placed on in-service project at the local level with the use of college level expertise where needed. These will be secondary vocational centers and area vocational-technical institutes. Emphasis will be on a performance/competence based curriculum and instructional methodology to be utilized to implement such curriculum. Differentiated staffing, utilizing an interdisciplinary approach where possible will be also considered a priority item.

If articulation between secondary vocational education and post-secondary vocational-technical education is to be successful in terms of the student then the above-mentioned curriculum development and implementation must be successful.

C. Please see Ic and IIc.

IV. PROBLEM AREAS

Minnesota's major problem is the lack of availability of qualified staff to perform in-service education as needed by vocational teachers, administrators, and support staff at the secondary, post-secondary, and adult and special needs level.

All components of a professional staff development in-service program for any school systems, cannot be taught through formal courses only, nor can all components be "credit" components. Minnesota's teacher educators are presently initiating a major effort to provide other than "formal course" staff development needs.

SUMMARY OF TEACHER EDUCATION PROGRAMS

State of Ohio

I. PRE-SERVICE

A. Relationship of State Office and Teacher Education Institutions

There is a cooperative relationship between the state office, teacher education institutions, local schools, and business and industry to carry out the planning, developing, implementing, and controlling of the teacher education program. Pre-service teacher education services are provided by the teacher education institutions under a contractual relationship with the State Department of Education on an annual basis. Teacher educators meet regularly with state staff personnel in policy and planning committees, staff development, and staff administration meetings. This process directly involves teacher education personnel in the planning and administration of pre-service programs.

B. Method and Amount of Funding

Contracts are drawn by the Department of Education with the various teacher education institutions for services to be rendered. Teacher education personnel are named in the contracts which call for, in most cases, a 50 percent reimbursement to the institution for the salary of the personnel named plus an amount to defray the expense of secretarial services and office and instructional supplies. Approximately $917,157 were spent for pre-service teacher education in FY 1973.

C. Innovative Projects

The career development program for grades K-10 was funded by project with a formula for reimbursement based on head count of participants. Each local education agency submitting a project proposal had to describe a pre-service and/or in-service teacher preparation program for the teachers to be involved with the program.

D. Plan for Recruiting Prospective Teachers

Recruitment of teachers is basically the responsibility of the teacher education institutions. However, youth leadership organizations, state staff, and local education agency personnel often refer potential teachers to the teacher education institutions as their regular duties and activities provide the opportunity.

E. Noteworthy Accomplishments

1. The agriculture education program has been changed from a 100 percent pre-service program to a pre-service and in-service combination to better meet the needs of potential teachers entering the profession from business and industry in the off-farm agriculture related occupations.

2. The Trade and Industrial Education Service has changed its one week pre-service with four year in-service program to a four week pre-service and a two week follow-up session one year later with a two year in-service pattern. The two year pattern has been reported by teachers and administrators to have substantially improved the teachers' capacity to meet a class for the first time and successfully carry out the instructional program.

3. Home economics job training methods and curriculum courses have been initiated in pre-service teacher education.

II. IN-SERVICE

A. Relationship of State Office to Teacher Education Institutions and Local Administrators

The state office staff, local administrators and teacher educators cooperatively identify in-service needs and implement appropriate programs. Planning for in-service programs involves representatives from all three agencies and contractual agreements are established to implement programs.

B. Method and Amount of Funding

In-service teacher education is funded on a project basis with both teacher education institutions and local education agencies to best meet the identified needs. The funds expended for in-service in FY 1973 were $464,843.

C. Innovative Projects

Innovative in-service projects include the following:

1. Development of a Home Economics Teacher Education Program for the Teaching of Consumer Education.
2. In-service Teacher Education Program for Office Education Graduates from Technical Education.
3. In-service Training Program for School Administrators in the Planning, Programming, and Budgeting of Local Vocational Education Programs.
4. Summer Training Projects for Career Development Directors and Coordinators.
5. Preparing Teachers to Teach the Disadvantaged and Handicapped.
6. Technical Education Teacher Training Institute.
7. Local Education Agency Planning.
8. Pre-postsecondary Instructor Training.
9. Staff Development Program in Modern Methods in Administration of a State Vocational-Technical Education Program.
10. Leadership Development for Local Education Agencies.
11. Model Development for Improving Teacher Effectiveness in Programs Leading to Employment in the Off-farm Agriculture Related Occupations.

D. Recruitment and Selection of Personnel

Personnel are recruited and selected on the basis of need. Some personnel are selected for training by the agencies involved while other in-service programs are offered into which volunteers can select themselves.

E. Training and Use of Para-professional Personnel

A pre-service program preparing para-professionals for elementary and secondary education programs as well as child care programs are currently being offered at the secondary and adult levels.

F. Noteworthy Accomplishments

Outcomes listed under pre-service are also pertinent for in-service. In addition, the following are noteworthy:

1. Office Education laboratories and integrated curriculum at four universities.

2. Staff training in the use of and further development of a management by objectives process at the state level with a uniform compatible planning process being developed for implementation by local education agencies.

3. Expansion of a quality career education program which infuses career education concepts into the on-going curriculum of the school.

4. An integrated consumer education curriculum on ten university campuses.

5 Trained vocational education administrators for employment in local education agencies.

6. Increased awareness of vocational education programming and effective utilization of facilities.

7. Upgraded trade competencies for teachers.

8. Development and instruction in the use of curriculum guides and materials for new and emerging occupational areas.

9. Upgraded teaching methods.

10. Updated teacher educators as to trends and needs.

11. Informed teachers in utilization of youth leadership programs as an integral part of curriculum.

12. Trained 700 vocational guidance counselors in past two years.

III. EPDA

A. & B. Plan and Main Thrust for Using EPDA Funds

The overall plan for use of EPDA money in the state is to fund innovative projects which will make possible more effective and efficient personnel development strategies and minimize unmet personnel needs. To that end, Ohio has elected to use EPDA money to fund those projects which show the greatest potential for creating desired changes in the total personnel development program.

C. Accomplishments Attained Through Use of EPDA Funds

EPDA funds have been used in the following listed "Noteworthy Accomplishments":

Pre-service # 1 & 2

In-service # 1, 2, 3, 4 & 5

Accomplishments in addition to these include:

1. Coordinated teacher education activities.
2. Model for teaching disadvantaged and handicapped.
3. Curriculum guides and supplements for use by career development teachers.
4. Model for training technical education teachers.
5. Films for in-service use for vocational education career development teachers.

IV. STATISTICS

A. FY 1972 Production by Teacher Education Institutions. See Appendix A.

B. FY 1972 Number of Teachers and Status of Teacher Training. See Appendix B.

C. FY 1973 Number of Teachers and Status of Teacher Training. See Appendix C.

V. PROBLEM AREAS

A. Development and implementation of competency based teacher education.

B. Development and implementation of pre-service teacher education for preparing teachers in grades K-10 to use career education concepts.

PRODUCTION BY TEACHER EDUCATION INSTITUTIONS

Institution Name	Service Areas	Teachers Served by In-Service	Degrees Awarded		
			BA	MA	PhD
University of Akron	Business & Office		62	--	--
	Home Economics		30	2	--
Ashland College	Business & Office		11	--	--
	Home Economics		18	--	--
Bowling Green State University	Business & Office		75	15	1
	Distributive Education		37	12	--
	Home Economics		59	--	--
Central State University	Business & Office		18	--	--
University of Cincinnati	Business & Office		50	14	--
	Home Economics		23	23	--
	Trade & Industrial	246	11	9	2
	MDTA		(Degrees awarded by Occupation)		
Cleveland State University	Business & Office		14	1	--
	Trade & Industrial	113	Approved July, 1972		
University of Dayton	Home Economics		24	--	--
Findlay College	Business & Office		31	--	--
Kent State University	Agricultural Education		Approved July, 1972		
	Business & Office		69	12	--
	Distributive Education		27	7	--
	Trade & Industrial	411			
	MDTA		(Degrees awarded by Occupation)		
	Special Needs		(Degrees awarded by Occupation)		
	Home Economics		60	12	--
Miami University	Home Economics		51	12	--

Institution Name	Service Areas	Teachers Served by In-Service	Degrees Awarded		
			BA	MA	PhD
Ohio State University	Agricultural Education		50	31	17
	Special Needs-Corrections		(Degrees awarded by Occupation)		
	Trade & Industrial	121	5	3	5
	Vocational Education		--	--	7
	Business & Office		30	5	6
	Distributive Education		30	3	3
	Home Economics		130	12	8
Ohio University	Home Economics		73	4	--
University of Toledo	Business & Office		19	--	--
	Trade & Industrial	167	8	4	--
Youngstown State University	Business & Office		21	--	--

STATE OF WISCONSIN

Board of Vocational, Technical & Adult Education

January 22, 1974

Mr. William L. Lewis
Director, OAE
Department of Health, Education
and Welfare
Region V
300 South Wacker Drive, 32nd Floor
Chicago, Illinois 60606

Dear Mr. Lewis:

The Wisconsin Board of Vocational, Technical and Adult Education and the Wisconsin Department of Public Instruction maintain close liaison with Wisconsin Teacher Education Institutions. Both agencies establish teacher certification standards for instructors. The Department of Public Instruction (DPI) supplies the authorities through which teacher training institutions may endorse graduates for licensure in the State of Wisconsin. The Wisconsin Board of Vocational, Technical and Adult Education (VTAE) supplies data for teacher training institutions who wish to avail themselves of statistics as to what areas of vocational education are most in need of instructors. The State Advisory Council established as a result of the 1963 Vocational Education Act has developed a voluminous study regarding the training needs of teachers. This was done for both the secondary and post-secondary teachers.

Excellent rapport is maintained with the University of Wisconsin System (UW) and certain teacher training institutions. All teacher training institutions are invited to be represented on the State EPDA Advisory Committee. One member of the teacher training staff in a UW institution serves as Chairman of the State Advisory Council to Vocational Education in Wisconsin. Members of the VTAE staff serve on the Board of Visitors for at least one teacher training institution specializing in vocational-technical education.

Informally, the relationship is more apparent. Many of the disciplines hold joint meetings with the instructors from DPI, the VTAE, and the UW Systems. An example of this is the Vocational Agriculture people who meet with the teacher training institutions and representatives of the teachers of agriculture on a formal basis two times per year. The above relates to the planning for more relevant teacher education in vocational-technical education, however, neither the DPI nor the VTAE share in the administration of the Teacher Education Institutions.

There is no funding provided the UW Systems for development or operation of pre-service teacher education programs. Funding is not provided for development of innovative or research projects related to pre-service teacher education programs.

There is no formal plan for recruiting prospective teachers. A study released by the VTAE indicates 199 teachers will be needed during the 1973-74 school year in post-secondary work. This same study indicated 448 staff will be needed for adult education. These needs represent eight (8) occupational program areas and all support staff. (2)

Noteworthy accomplishments in the pre-service area have not been supported by funds from either the DPI or the VTAE.

In-service education for vocational teachers is given a high priority. The Council completed a study in December, 1972. This study indicated needs of currently employed teachers and an attempt is being made to develop a program which will meet these needs. In addition to using the Council, the State EPDA Committee has been active in identifying needs. (3) Representatives of the teacher training institutions, the DPE, and the VTAE collaborated in preparing a list of priorities for in-service training. The VTAE Districts were surveyed to determine their needs in professional development. (2) This survey became a part of each district's plan and the summary of results was incorporated to develop a in-service program for instructors. Coordination of in-service programs is administered by the VTAE and/or DPI.

The funding for such programs is done on a project basis. The project states the need, the persons to be served, the objectives and activities to be accomplished, the evaluation as well as other important information. Projects may be submitted from local VTAE districts, state staff, or the two Centers for Vocational, Technical and Adult Education at UW-Madison and Stout, Menomonie, Wisconsin. In 1972-73, $60,000 was spent for Part B, Special Awards and Professional Development programs, and in 1973-74, $130,000 is available. Approximately 60 percent of the latter amount has been committed. One teacher in-service training program, "Integrating Environmental Education Concepts With Vocational-Technical Education" was funded under the Environmental Education Act. Programs are funded at levels from 35 percent to 100 percent, depending on the type of program, the agency sponsoring the program and the funding source.

Research projects related to in-service include:

1. Developing a List of Competencies for Communication Skills, $10,000.
2. Educational Needs for VTAE Agriculture Instructors, $6,000.

3. Physics Requirements for Engineering Technicians, $800.
4. Information Retrieval Demonstration Through Cathode Ray Tube, $14,000.
5. Re-assessment of Wisconsin VTAE Professional Development Needs, State Advisory Council (Council) funds.

The DPI has sponsored workshops in the development of Career Education for the improvement of leadership and coordination. Both agencies have sponsored workshops designed to integrate Career Education development materials with local curriculum.

The DPI has a program designed to upgrade the Local Vocational Education Coorindators (LVEC) through frequent programs on the Educational Telephone Network (ETN) under "Project Upgrade," area small group meetings, and the annual LVEC Conference. Major emphasis has been placed on developing vocational education leadership, because it is intended this leadership will engage in stronger in-service leadership of vocational teachers at the local level.

The recruitment and selection of personnel is done at the local level. The number of participants from each district is determined in the planning stage and is announced. The district may then make a selection or may ask for those who are interested to indicate their desire to attend. If there are more instructors interested in attending than slots available for training, the district administrator determines who should attend from each district. If a district does not send its full share, the available slots may be filled from other districts. When the announcements are prepared, a description of who should attend is included for use by the district administrator in selecting participants.

Para-professionals are generally chosen from persons enrolled in programs offered by the technical institutes. Persons are evaluated against job descriptions to determine if they are qualified. In-service would be accomplished following the same methods described above or by providing opportunity to attend educational offerings which will increase their background.

A week long "Professional Growth Week" was held in June, 1973 at the UW-Stout, in which 78 teachers participated in sessions on "How to Individualize Instruction" or "How to Improve Instruction". Participants expenses were paid by the project and each participant had an opportunity to earn one (1) credit for the week with one or two credits for independent study completed beyond the week.

In June, 1974 a repeat of the above program will be held for 150 teachers at UW-Stout, Menomonie. The section on "Individualizing Instruction" will be completely individualized.

In June, 1974 a three day in-service for the first and second echelon administrators of the VTAE will be held at the UW-Madison. The topics to be included are being determined at this time.

Development of a new leadership group on the secondary level has been accomplished through the consistent use of programs such as "Project Upgrade" using the Educational Telephone Network.

Each of the VTAE Districts prepared a five year plan for Professional Development. (2) Indicated needs are tabulated in the report. A number of proposals are being funded through the VTAE. These are to meet the local personnel needs. Some are on a consortium basis whereby two or more districts have indicated a similar need and staffs are combined in order to lessen the training costs.

EPDA 554 monies are being used to gather curriculum materials from each of the districts throughout the state. The materials are to be used in 16, ½ day, workshops. The workshops will give an opportunity to 500 or more teachers to review materials in their area of interest on a firsthand basis. The materials will then become the beginning of the statewide central Educational Resources Center.

The Doctoral Intern Program was developed to insure an on-going annual output of two established vocational educators into a doctoral candidate program. One of the first to enroll under this program has received his Ph.D. Currently there are three people working one-half time and pursuing a Ph.D. at the UW-Madison. A list of projects approved by the EPDA Committee is attached. (4)

There are areas of concern. One of these is developing a competency based certification for vocational education instructors. We are moving in this direction, however, there is a need for materials relative to what competencies are needed for various occupations.

The DPI has neither a Health Occupations Program nor a Teacher Certification Standard for teachers of Health Occupations.

The thrust of Career Education in the post-secondary and especially in the adult areas has not been great. We do need help to develop a viable Career Education Program for people who wish to return to the mainstream of education from the world of work. We are attempting initiation of ideas in this area.

Materials attached include:

1. "Cooperation Between Vocational Education Personnel Development Programs and a State Department of Vocational Education" from Vocational Education-Staff Development Priorities for the 70's, A Report of the National Advisory Council on Education Profession Development, pp. 136-138.

2. Summary of Professional Staff Supply and Educational Needs in Wisconsin Vocational, Technical and Adult Education System for 1973-74 as Indicated in VTAE District Plans for Staff Development.

3. Final Report, "Priorities of Vocational Education Staff Development Activities for Wisconsin 1973-75".

4. Professional Development Projects Approved by EPDA Committee for FY 1974.

5. Professional Development Projects Approved by Professional Development Review Committee (Under Part B, Vocational Amendments of 1968) for FY 1974.

6. Organizational Chart-Wisconsin Board of Vocational, Technical and Adult Education.

7. Organization of the Wisconsin Department of Public Instruction.

8. Actual and Projected Demand for Education Personnel Preparation and Development.

9. "Hire a Teacher...It's Good Business," A Recommendation of the Wisconsin State Advisory Committee for VTAE Office Education.

I believe the material indicated on the preceding page supplies the information requested on the outline attached to your letter. Should you need further information or clarification, please write.

Sincerely,

Eugene Lehrmann
State Director

EL/db/pl

Att.

COOPERATION BETWEEN VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS AND A STATE DEPARTMENT OF VOCATIONAL EDUCATION *

State departments of vocational education are taking an increased interest in the education professions development programs in their states. The relationship between the Wisconsin State Board for Vocational Education and campuses of the University of Wisconsin is an example of the kind of cooperation possible. The State Board has established an ad hoc committee for Personnel Development in Vocational and Technical Education that is composed of representatives of the University of Wisconsin campuses as well as private institutions that are concerned with vocational education personnel development.

Other relationships involve the Center for Vocational, Technical and Adult Education on the University of Wisconsin - Stout campus, which is partially funded by the State Board. The Center has assisted the Research Coordinating Unit through consultation, by conducting research and leadership in-service development programs, and by conducting research projects which have the training of researchers as a by-product. Another group partially funded by the State Board is the Center for Studies of Vocational and Technical Education at the Madison campus. An example of the activities of the Center is an eight week "Project Upgrade" seminar conducted during the summer to improve the curriculum development

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* From: Vocational Education - Staff Development Priorities for the 70's, A Report of the National Advisory Council on Education Professions Development, pp. 136-138.

competencies of Local Vocational Education Coordinators (LVEC's). Fifteen LVEC's participated during the summer of 1972 and are being used as a resource cadre as the program continues to serve 80 to 90 additional LVEC's during the 1972-73 school year through Wisconsin's Educational Telephone Network.

The Stout campus and the State Board co-sponsored a five day Leadership Development Seminar, funded through EPDA, using simulation techniques and training in Management by Objectives. This program involved 50 participants and a similar program is planned for next summer.

Many campuses of the University of Wisconsin conduct certification courses for the State Board to assist in-service personnel to achieve certification. These courses, generally conducted through extension services, utilize the State Board Staff as teachers and as consultants whenever possible. The University of Wisconsin system is kept informed of state activities and policy through State District Directors meetings held once a month. The Whitewater campus has been awarded research grants from the State Board to conduct research studies in curriculum evaluation by follow-up studies of students and employers. EPDA doctoral fellows from the Madison campus have served their internships with the State Board.

Wisconsin's well developed relationship between vocational teacher education institutions has produced an excellent program of personnel development. It has survived and flourished despite recent radical administrative changes resulting from the conversion of all state universities into campuses of a state university system. Close coordination between universities and the state department has minimized the adverse effects of the historical pattern of placing the various phases of vocational EPD on separate campuses.

APPENDIX B

PURPOSE OF THE WORKSHOP CHECKLIST

Program Area: Check the one in which you work.

Agriculture____ Distributive Ed.____ Health Occupations____
Home Economics____ Office Occupations____ Trade/Industrial____

Position: Check one.

State Consultant____ Teacher Educator____ Other____

Directions:

Read the statements below. Check the one which at this point, best expresses the purpose of this workshop.

1. ____To explore the current and emerging needs of vocational/technical education teachers in all program areas as they relate to Region V.

2. ____For the states comprising Region V to formulate a viable approach to an expanded delivery system for vocational/technical education in all program areas and at all levels, K-12 post secondary/adult.

3. ____To formulate individual state plans for the implementation of recommendations related to improving pre-service and in-service activities for vocational/technical teacher training.

4. ____To further develop and devise new strategies for expanded cooperation in all program areas between vocational-technical education staff staff (consultants) and university teacher educators.

Listed below are problems relating to vocational/technical education. Indicate the three you believe to be the greatest current problems. Place a "1" in front of the problem you consider to be the greatest, a "2" in front of the problem you consider to be the next greatest, and a "3" in front of the one you consider to be third greatest.

Lack of:

____adequate educational facilities.
____proper modern training equipment.
____an operational means of follow-up for students completing a vocational/technical program.
____effective techniques for evaluating vocational/technical education programs.
____programs for pre-service and in-service teacher training.
____dynamic, effective leadership in administrative personnel.

____a satisfactory delivery system for vocational/ technical education programs.

____an effective strategy for interpreting vocational/ technical education to the public.

____adequate finances to operate the vocational/ technical educational programs needed.

____adequate assistance in local program planning (curriculum guides, consultants, etc.)

CHECKLIST FOR SMALL GROUPS

Program Area: Check the one in which you work.

Agriculture____ Distributive Ed.____ Health Occupations____
Home Economics____ Office Occupations____ Trade/Industrial____

Position: Check one.
State Consultant____ Teacher Educator____ Other____

Directions:

Please react to the statements below by placing a check mark beside the one that most nearly describes your assessment of the item.

1. For dealing with the problem,______________________,
a small group was:
____the most effective means.
____an adequate means.
____an inadequate means.

2. The composition of the group:
____fostered effective interaction.
____reduced effective interaction.
____discouraged interaction.

3. The physical arrangements:
____contributed to effective interaction.
____had a limiting effect on interaction.
____made interaction very difficult.

4. For dealing with the task the time frame was:
____more than sufficient.
____adequate.
____insufficient.

5. The task of the group was:
____clearly defined.
____somewhat defined.
____inadequately defined.

6. The degree to which group members had opportunity to express ideas and points of view was:
____unlimited.
____satisfactory.
____somewhat limited.
____quite limited.

7. The group focused on its task:
____90% or more of the time.
____75% of the time.
____50% of the time.
____less than 50% of the time.

8. The degree of progress toward the task accomplishment was:
____completion of the task
____much progress.
____some progress.
____little or no progress.

This experience would have been more effective if:

RECORDER SHEET - SMALL GROUPS

Group Topic: ______________________________

A. List the ideas/points discussed in your group.

B. Identify the idea(s)/point(s) your group devoted the greatest amount of time discussing.

C. List the recommendations your group formulated or the conclusions your group reached.

D. Identify any points which produced controversy or disagreement in your group.

CHECKLIST FOR IN-SERVICE PROGRAMS

(Complete following state reports)

Program Area: Check the one in which you work.

Agriculture____ Distributive Ed.____ Health Occupations____
Home Economics____ Office Occupations____ Trade/Industrial____

Position: Check one

State Consultant____ Teacher Educator____ Other____

Directions: The statements below represent innovative in-service activities. Read each statement and check those columns which apply to you.

	New idea for me	Innovation needs clarifying for me	Potentially useful to me
1. Development of home economics teacher program for the teaching of consumer education.			
2. In-service teacher education program for office education graduates from technical education.			
3. In-service training program for school administrators in the planning, programming, and budgeting of local vocational education programs.			
4. Summer training projects for career development directors and coordinators.			
5. In-service preparation of teachers to teach the disadvantaged and handicapped.			
6. Technical education teacher training institute.			
7. Local education agency planning.			
8. Pre-postsecondary instructor training.			
9. Staff development program in modern methods in administration of a state vocational-technical education program.			

	New idea for me	Innovation needs clarifying for me	Potentially useful to me
10. Leadership development for local education agencies.			
11. Model development for improving teacher effectiveness in programs leading to employment in the off-farm agriculture related occupations.			
12. Office education laboratories and integrated curriculum at state universities.			
13. Expansion of a quality career education program which infuses career education concepts into the on-going curriculum of the school.			
14. An integrated consumer education curriculum on university campuses.			
15. Development of and instruction in the use of curriculum guides and materials for new and emerging occupational areas.			
16. Assisting teachers in the utilization of youth leadership programs as an integral part of curriculum.			
17. Developing a list of competencies for communication skills.			
18. Upgrading the local vocational education coordinators through frequent programs on the educational telephone network.			
19. Leadership development seminar which used simulation techniques and training in management by objectives.			
20. Development of a statewide central educational resource center.			
21. Development of a Doctoral Intern program.			

	New idea for me	Innovation needs clarifying for me	Potentially useful to me
22. Realistic on-site experiences to supplement university-based experiences in educational programs designed to fill middle-management needs in vocational education.			
23. A program focused on leadership development appropriate to the needs of persons holding local and state administrative positions.			
24. A statewide program for consumer and homemaking instructors with emphasis upon nontraditional patterns.			

Please list any additional ideas presented in the state reports that were:

(a) both new and potentially useful to you

(b) new but not applicable to you

CHECKLIST FOR INNOVATIVE PRE-SERVICE PROGRAMS

Program Area: Check the one in which you work.

Agriculture____ Distributive Ed.____ Health Occupations____
Home Economics____ Office Occupations____ Trade/Industrial____

Position: Check one.

State Consultant____ Teacher Educator____ Other____

Directions: The statements below represent innovative pre-service activities. Read each statement and check those columns which apply to you.

	New idea for me	Innovation needs clarifying for me	Potentially useful to me
1. Development of a stronger counselor training program through integrating efforts of university counselor educators and vocational educators.			
2. The study of vocational education teachers who work with the disadvantaged in order to improve teacher education curriculum and teacher effectiveness.			
3. The organization of a statewide liaison structure whose function it is to review and/or reconstruct major components to their pre-service programs designed to train vocational education teachers and administrators.			
4. Realignment of pre-service delivery.			
5. The change of the agriculture education program from a 100% pre-service program to a pre-service and in-service combination.			
6. A trades and industrial education service pattern that includes pre-service, periodic in-service, and follow-up sessions over a two year period.			

	New idea for me	Innovation needs clarifying for me	Potentiall useful to me
7. Teacher education pre-service programs in home economics that include job training methods and curriculum courses for occupational teachers.			
8. Pre-service cooperative education.			
9. A pre-service teacher preparation program for teachers in career development programs, K-12.			
10. Pre-service training in competency-based administration.			
11. Pre-service "Capstone" training in health occupations teachers.			
12. Pre-service teacher preparation for vocational teachers working in environmental occupational education.			
13. Pre-service orientation clusters.			

FINAL EVALUATION

The stated objectives for this workshop are listed below. Use the following scale to indicate the degree to which you believe progress was made toward attaining each.

1	2	3	4	5	6	7
no progress			uncertain			much progress

If you believe that much progress was made, write ___7___ in the blank in front of the statement.

If you believe that no progress was made, write ___1___ in the blank in front of the statement.

If you are uncertain as to the degree of progress made, write ___4___ in the blank in front of the statement.

Use numbers 2, 3, 5 or 6 to indicate intervening levels of certainty as to the degree of progress made.

____1. To make pre-service teacher education programs more relevant to the needs of vocational teachers.

____2. To develop strategies for building vocational teacher education curricula which are responsive to the competencies and techniques needed by all vocational teachers.

____3. To identify new patterns of in-service teacher education for vocational educators, especially as they relate to the needs of the non-degree vocational teacher.

____4. To develop strategies for funding of State vocational teacher education programs.

____5. To identify the research and development needs of vocational teacher education as they relate to the State Plans for Vocational Education.

ILLINOIS

The following items were designed from the listings of recommendations made by participants, from the state of Illinois, at the Region V Workshop on Professional Development. The format of the items follows the format of the recommendations as submitted at the close of the workshop. (A copy of these recommendations is attached as the final two pages).

Directions:

Indicate the progress that has been made in the time period since the conclusion of the workshop by placing a check ( ) in the blank preceding the most appropriate statement included in each item. In the event that none of the statements accurately describes what has been achieved, please use the space labeled comments to explain progress. This space can be found at the end of the series of statements in each item. You may also use this space to qualify any checked statements that you feel need additional clarification.

ILLINOIS STATE PLANNING GROUP

I. Coordination of Teacher Education
What progress has been made toward implementing statewide teacher (interdisciplinary) conferences?

1. ____Little or no progress.
2. ____I am uninformed of any developments.
3. ____Planning is in early stages.
4. ____Time(s) and date(s) have been decided.
5. ____Conference itinerary has been developed.
6. ____Participants have been contacted.
7. ____Conference plans have been completed.
8. ____Conference(s) has been held.

Comments:

II. Statewide Planning for Teacher Education
What progress has been made to implement a planned system by which problems are identified and resolved?

1. ____Little or no progress.
2. ____I am uninformed of any developments.
3. ____Plans for such a system have been explored.
4. ____Plans for such a system are being developed.
5. ____System is ready for implementation.
6. ____System is functioning.

Comments:

III. Improvement of Teacher Certification
What progress has been made in study of alternative ways for certification?

1. ____Little or no progress.
2. ____I am uninformed of any developments.
3. ____Possible alternative ways for certification have been identified.
4. ____Negotiations for alternative ways for certification are in progress.
5. ____Alternative ways for certification have been adapted.

Comments:

IV. New Strategies for Recruitment and Selection

What progress has been made to further develop the "capstone" process in all areas.

1. ____Little or no progress.
2. ____I am uninformed of any developments.
3. ____"Capstone" process is under study for
    ____agriculture
    ____distributive ed
    ___ technical
    ____trades and industry
4. ____"Capstone" process has been developed for
    ____agriculture
    ____distributive ed
    ____home economics
    ____office ed
    ____technical
    ____trades and industry

Comments:

V. Financing Teacher Education

A. What progress has been made in defining priorities, based on supply and demand?

1. ____Little or no progress.
2. ____I am uninformed of any developments.
3. ____"First steps" in defining priorities have been taken.
4. ____Consensus concerning priorities is expected soon.
5. ____Priorities have been defined.

Comments:

NOTE: Respond to the Next Item Only If You Indicated No. 5 in the Preceding Item.

B. What progress has been made to base funding of pre-service and in-service activities on defined priorities?

1. ____Little or no progress.
2. ____I am uninformed of any progress.
3. ____Funding based on priorities is under consideration.
4. ____Funds are allocated according to defined priorities.

Comments:

C. What progress has been made in securing, from LEA's a greater percentage of pre-service and in-service training costs?

1. ____Little or no progress.
2. ____I am uninformed of any progress.
3. ____LEA's have been approached with a request for increased financial support.
4. ____Means are being formulated whereby LEA's will assume a greater percentage of costs.

Comments:

VI. Exploratory Practices

A. What has been accomplished in planning intra and interstate exemplary programs?

1. ____Little or no progress.
2. ____I am uninformed of any progress.
3. ____A formal vehicle for facilitating such planning is being explored.
4. ____A procedure to stimulate and facilitate such planning has been designated.

Comments:

B. What accomplishments have been made in relation to the dissemination of information about exemplary programs?

1. ____Little or no progress.
2. ____I am uninformed of any progress.
3. ____Feasible means of dissemination have been identified.
4. ____Establishment of a method of dissemination is in progress.

Comments:

INDIANA

The following items were designed from the listings of recommendations made by participants, from the state of Indiana, at the Region V Workshop on Professional Development. The format of the items follows the format of the recommendations as submitted at the close of the workshop. (A copy of these recommendations is attached as the final two pages).

Directions:

Indicate the progress that has been made in the time period since the conclusion of the workshop by placing a check ( ) in the blank preceding the most appropriate statement included in each item. In the event that none of the statements accurately describes what has been achieved, please use the space labeled comments to explain progress. This space can be found at the end of the series of statements in each item. You may also use this space to qualify any checked statements that you feel need additional clarification.

INDIANA STATE PLANNING GROUP

I. Coordination of Teacher Education

A. What progress has been made toward activating an advisory committee on professional development?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Preliminary steps have been explored.
4. ____Potential committee members have been identified.
5. ____Such a committee is in the formation stage.
6. ____An advisory committee is functioning.

Comments:

B. What progress has been made toward introducing more frequent interdisciplinary meetings within and between institutions?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____A schedule of greater frequency of meetings is in the discussion stage.
4. ____Positive steps have been completed toward more frequent interdisciplinary meetings.
5. ____A schedule of more frequent meetings has been established.

Comments:

C. What progress has been made toward implementing specialization meetings within and between institutions?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Dialogue has been established within and between institutions in certain specialized areas.
4. ____Dialogue has begun within and between institutions in all specialized areas.
5. ____Plans are being formulated to facilitate such changes.

Comments:

D. What has been achieved toward continuing the annual state Professional Development meeting?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The problem is receiving current attention.
4. ____Recommendations for such a continuation have been presented to the authorizing agent.
5. ____Approval for immediate continuation has been received.

Comments:

II. Statewide Teacher Education Planning

A. What progress has been made in determining needs for pre- and in-service education?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____General discussion is taking place.
4. ____A "task force" is active.
5. ____Specific measures have been employed to determine needs.

Comments:

B. What progress has been made in evaluating the status of pre- and in-service education?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The problem is in the discussion stage.
4. ____A group has been charged with formulating recommendations or approaches.
5. ____A means for evaluation has been devised.
6. ____Evaluation is underway.

Comments:

C. Note: In view of the short time span it appears improbably that identifiable progress could have been made in relation to defining the mission of teacher education based upon pre- and in-service needs as determined in "A". If you know of progress, please comment in the space below.

Comments:

D. What progress has been made in identifying personnel within the Division who have a percentage of time committed toward achieving a coordinate system?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Responsibilities of Division personnel have been clearly defined.
4. ____A study of responsibilities focused on identification of achieving a coordinate system is being conducted.
5. ____Such personnel have been identified.

Comments:

E. What progress has been made in involving the target population in all phases of planning?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The target population has been defined.
4. ____Preliminary plans have been made for facilitating involvement.
5. ____Representatives from the target population have been selected.
6. ____A format for involvement has been designed.

Comments:

F. What progress has been made in conducting a follow up of the Region V Workshop for professional educators within the state?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Plans for such a workshop are underway.
4. ____Plans for such a workshop are being finalized.
5. ____Such a workshop is scheduled.

Comments:

G. What has been accomplished in developing a long-range plan (five-ten years) for professional development?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The problem is in the discussion stage.
4. ____Recommendations are being prepared.

Comments:

III. Improvement of Teacher Certification

A. What has been achieved toward submitting appropriate recommendations for moving the existing system toward its goal of a revised certification pattern?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Channels through which such recommendations may be submitted have been established.
4. ____Recommendations are in the process of being developed.
5. ____Recommendations are ready to submit.

Comments:

B. Comment on any measures that have been taken to keep lines of communication open between the certification committee liaison, the state department, the teacher training agencies and local or area schools.

IV. New Strategies for Recruitment and Selection of Personnel

A. Note: It appears improbable that in the ensuing short time period, significant progress could be made in relation to recruitment and selection roles of agencies based on a statewide plan emerging from #2.

Comments:

B. What progress has been made in utilizing techniques such as scholarships, inducements, local incentives, etc. for encouragement in selected need areas?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Identification of feasible techniques is being explored.
4. ____Such techniques have been identified.
5. ____Implementation of such techniques has occurred.

Comments:

V. Financing Teacher Education

A. Note: It appears improbable that in the ensuing short time period significant progress could be made in relation to recommendation A.

Comments:

B. What progress has been made in redefining changes through an administrative structure beginning at the top?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The administrative structure is clearly defined to any who wish to redefine changes in financing teacher education.
4. ____The progression pattern through the administrative structure has been identified.

Comments:

C. What has been accomplished toward providing lead time of one to two years to institutions in making adjustments in financing teacher education.

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Responsibility for studying alternative methods for providing such lead time has been designated.
4. ____Proposals encompassing means through which such lead time could be provided are being drafted.
5. ____Ways and means through which such lead time could be provided have been formulated.

Comments:

D. Note: Since "D" is dependent upon the completion of #2, it may be viewed as a long range goal. It appears improbably that progress on this specific recommendation could have been made in the short time period.

Comments:

VI. Exploratory Practices

A. What progress has been made in using a consortium of institutions approach whenever feasible?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The use of such an approach has been discussed among affected institutions.
4. ____Institutions are involved in developing guidelines to facilitate such action.
5. ____The framework for consortium effort has been developed.

Comments:

B. Note: Since "B" is dependent upon the completion of #2, it may be viewed as a long range goal. It appears improbable that progress on this specific recommendation could have been made in the short time period.

Comments:

C. What has been achieved in relation to utilizing shared staffing for appropriate programs?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Utilization of shared staffing is in the discussion stages.
4. ____Guidelines to facilitate shared staffing are being developed.

Comments:

D. (1) What progress has been made in developing cooperation in areas of expertise within an institution?

Comments:

D. (2) What has been achieved in relation to securing cooperation in areas of expertise between institutions?

Comments:

MICHIGAN

The following items were designed from the listings of recommendations made by participants, from the state of Michigan, at the Region V Workshop on Professional Development. The format of the items follows the format of the recommendations as submitted at the close of the workshop. (A copy of these recommendations is attached as the final page).

Directions:

Indicate the progress that has been made in the time period since the conclusion of the workshop by placing a check ( ) in the blank preceding the most appropriate statement included in each item. In the event that none of the statements accurately describes what has been achieved, please use the space labeled comments to explain progress. This space can be found at the end of the series of statements in each item. You may also use this space to qualify any checked statements that you feel need additional clarification.

MICHIGAN STATE PLANNING GROUP

I. Coordination of Teacher Education

A. What progress has been made toward conducting specific purpose conferences?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____General plans are in current progress.
4. ____The specific purposes have been identified.
5. ____Agendas have been developed.
6. ____Conference plans are in final stages.
7. ____Conference plans have been completed.

Comments:

B. What has been accomplished in defining the functions of the coordinating committee?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____General responsibilities of the coordinating committee have been designated.
4. ____A list of possible functions of such a committee have been compiled.
5. ____Specific functions for the coordinating committee have been defined.

Comments:

II. Statewide Planning for Teacher Education

A. What progress has been made in developing a long-range plan for improved teacher education?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____A committee has been formed to draft a long-range plan.
4. ____A long-range plan is currently in the process of study and development.
5. ____A long-range plan has been developed.

Comments:

B. What has been accomplished in providing a management information system?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The responsibility for studying the provision of such a system has been assigned.
4. ____The responsible group is actively involved in preparing recommendations.
5. ____A plan for providing a management information system has been completed.
6. ____A management information system is functioning.

Comments:

C. What progress has been made toward identifying needs and setting priorities in relation to improved teacher education?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The problem is under study.
4. ____Needs have been identified.
5. ____Priorities have been determined.

Comments:

D. What progress has been made toward conducting a statewide meeting devoted to planning for improved teacher education?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Preliminary plans have been made.
4. ____Plans are in the developmental stage.
5. ____Plans have been completed.
6. ____A meeting is scheduled.

Comments:

E. What progress has been made in devising a means of presenting the State Plan to occupational teacher education groups?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.

3. ____Until the long-range plan is completed, effort is this area will not be initiated.

Comments:

F. What has been accomplished toward involving local school personnel in long-range planning for improved teacher education?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Possible local school personnel participants have been identified.
4. ____Local school personnel participants have been enlisted.
5. ____Local school personnel are currently active.

Comments:

G. Please comment on what has been accomplished in involving teacher educators in the development of a long-range plan for improved teacher education that would reflect approved funding.

H. Please comment on the progress that has been made in establishing a consortium to develop a plan or contract with the state to provide pre-service and in-service teacher education.

III. Improvement of Teacher Certification

A. Which of the following actions represents the prevailing attitudes of workshop participants toward improving teacher certification?

1. ____For the present it is best to leave teacher certification as it is.
2. ____The annual authorization for teacher certification should be changed.
3. ____A new code for teacher certification needs to be formulated.

If you checked (1) do not respond to the next two items "B" and "C." Proceed to number 4, "New Strategies For Personnel Recruitment and Selection."

B. What progress has been made in changing the annual authorization as it relates to teacher certification?
   1. ____Little or no progress.
   2. ____I am uninformed concerning the degree of progress.
   3. ____A group is involved in studying the problem.
   4. ____Recommendations for changes have been formulated.
   5. ____The annual authorization has been modified.

Comments:

C. What has been accomplished regarding the clarification of a new code of teacher certification?
   1. ____Little or no progress.
   2. ____I am uninformed concerning the degree of progress.
   3. ____A committee has been formed to study the problem.
   4. ____A new code is in the planning process.
   5. ____A new code has been adopted.

Comments:

IV. Recruitment and Selection of Personnel

A. What progress has been made in encouraging increased recruitment through industry-type scholarships?
   1. ____Little or no progress.
   2. ____I am uninformed concerning the degree of progress.
   3. ____This approach is under consideration.
   4. ____This approach has been initiated.
   5. ____This approach is functioning.

Comments:

B. What progress has been made to counsel freshmen regarding teaching as a career?
   1. ____Little or no progress.
   2. ____I am uninformed concerning the degree of progress.
   3. ____Information is available if freshmen initiate the request.

4. ____A means for systematically counseling freshmen is being devised.
5. ____A scheduled attempt to reach freshmen has been made.

Comments:

C. What progress has been made to counsel students at community colleges regarding teaching as a career?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____A means for systematically counseling such students is in the preliminary planning stage.
4. ____A system for counseling such students is ready for implementation.
5. ____A system for counseling such students is in effect.

D. Please describe what has been accomplished in the development of new strategies for recruitment and selection of personnel in relation to minority groups and the career ladder.

WISCONSIN

The following items were designed from the listings of recommendations made by participants, from the state of Wisconsin, at the Region V Workshop on Professional Development. The format of the items follows the format of the recommendations as submitted at the close of the workshop. (A copy of these recommendations is attached as the final two pages).

DIRECTIONS:

Indicate the progress that has been made in the time period *since the conclusion of the workshop* by placing a check ( ) in the blank preceding the most appropriate statement included in each item. In the event that none of the statements accurately describes what has been achieved, please use the space labeled *comments* to explain progress. This space can be found at the end of the series of statements in each item. You may also use this space to qualify any checked statements that you feel need additional clarification.

WISCONSIN STATE PLANNING GROUP

I. Coordination of Teacher Education

A. What progress has been made toward improving the communication of pre-service and in-service needs from DPI to WBUTAE to UW campuses?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Steps have been explored.
4. ____A system for implementation is in the planning stage.
5. ____A system of implementation has been designed.
6. ____A system of improved communications is in effect.

Comments:

B. What has been accomplished to improve communication of offerings in the UW System?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The problem is under study.
4. ____Recommendations have been formulated.
5. ____A system has been initiated.

Comments:

C. What progress has been made in designating institution, LEA and VTAE contact persons?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The problem has been defined.
4. ____A viable approach for solving the problem has been identified.
5. ____Recommendations for contact persons have been made.
6. ____Contact persons have been identified.

Comments:

D. What progress has been made in relation to working through regional committees?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The potential and purpose of such a committee have been discussed.
4. ____The functioning of regional committees has been formulated.

Comments:

II. Statewide Planning for Teacher Education

A. What has been accomplished toward using the EPDA advisory committee as a vehicle for developing the master plan?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Negotiations with this committee have been initiated.
4. ____Agreement has been reached with this committee.
5. ____This committee is functioning as the vehicle through which the master plan is being developed.

Comments:

B. What progress has been made in the study of the mission statements of campuses?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Mission statements from each campus have been assembled and are available.
4. ____Mission statements have been analyzed in relation to teacher education.
5. ____Proposals for revision of mission statements have been discussed.

Comments:

C. What has been accomplished toward using inter-agency interdiscipline committees to provide inputs into the master plan?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Relevant inter-agency interdiscipline committees have been identified.
4. ____Committees have been contacted concerning the task of providing inputs.
5. ____Committees have agreed to provide inputs into the master plan.

Comments:

D. (1) What progress has been made in developing a format for the master plan?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Individuals responsible for developing a format have been identified.
4. ____The responsible group has accepted the task.
5. ____Active development of a format is taking place.
6. ____A format has been completed.

Comments:

D. (2) What progress has been made to secure high-level administrator's commitment and support?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Pertinent high-level administrators have been identified.
4. ____Pertinent high-level administrators have been contacted concerning commitment to the development of a master plan.
5. ____Pertinent high-level administrators have made a commitment and have agreed to support a master plan.

Comments:

III. Improvement of Teacher Certification

A. What progress has been made in inter-agency development of competency-based teacher education modules incorporating logical sequencing to meet individual needs?

1.

2.

3.

B. What progress has been achieved in conducting periodic joint-agency review of certification requirements?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Involved agencies have been contacted concerning periodic review.
4. ____Agencies have established a schedule for review.
5. ____Agencies have recently completed a review.

Comments:

C. What progress has been made in relation to conducting a seminar focused on teacher certification?

1. ____Little or no progress
2. ____I am uninformed concerning the degree of progress.
3. ____Plans are underway.
4. ____Plans are finalized.
5. ____A seminar has been announced.
6. ____A seminar has been conducted.

Comments:

IV. New Strategies for Personnel Recruitment and Selection

A. What progress has been made to inform "pools of personnel supply" concerning the needs of vocational, technical and adult education teachers?

1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____Some system of communication is being considered.

4. ____A system is being devised.
5. ____A system is functioning.

Comments:

B. What progress has been made in having secondary vocational educators counsel students concerning teaching opportunities?
   1. ____Little or no progress.
   2. ____I am uninformed concerning the degree of progress.
   3. ____Educators have had the matter called to their attention.
   4. ____Specific activities have been employed to stimulate such activity.
   5. ____A means to achieve the activity is currently employed.

Comments:

C. What has been accomplished toward securing better data from advisory committees concerning recruitment and selection of personnel?
   1. ____Little or no progress.
   2. ____I am uninformed concerning the degree of progress.
   3. ____The matter has been discussed with the advisory committees.
   4. ____A means has been devised.
   5. ____A means has been implemented.

Comments:

V. Financing Teacher Education

A. What progress has been made in allocating funds from Federal and State levels as seed moneys for new, emerging and innovative programs.
   1. ____Little or no progress.
   2. ____I am uninformed concerning the degree of progress.
   3. ____Such a use has been discussed.
   4. ____Such a use has received wide support.
   5. ____Such a use has been implemented.

130

Comments:

B. What has been accomplished regarding university responsibility for funding traditional on-going programs?
1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____This responsibility has been explored with universities.
4. ____Negotiations are in progress.
5. ____This responsibility has been accepted by universities.

Comments:

VI. Exploratory Practices

What has been achieved in relation to using the state educational TV network for occupational teacher pre-service and in-service education?
1. ____Little or no progress.
2. ____I am uninformed concerning the degree of progress.
3. ____The proposal is under study.
4. ____Specific arrangements have been devised.
5. ____Such a use is currently in affect.

Comments:

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